



RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

**Community Development / Community
Economic Development**

Curriculum Validation – Program Renewal

Final Report July 2013

Submitted to:

Betty-Ann McIvor, Chair
Aboriginal Education and Access Programs
School of Indigenous Education

Submitted by:

Robert Cordingley, Curriculum Consultant
Program and Curriculum Development
Centre for Teaching Excellence, Innovation and Research

Acknowledgements

The Community Development / Community Economic Development Program at Red River College wishes to express its appreciation for the support and commitment shown throughout this Curriculum Validation Process by the following:

Representatives From The Community:

Daisydee Bautista, Executive Assistant, SEED Winnipeg

Marianne Cerilli, Social Planning Council of Winnipeg

Nan Colledge, Community Program Manager, Assiniboine Credit Union

Jason Granger, Community Investment Manager, United Way of Winnipeg

Dale Harik, Director of Housing, North End Community Renewal Corporation

Joan Hay, Ma Mawi Wi Chi Itata Centre

Isabel Jerez, Housing Resource/Skills Bank Coordinator, Spence Neighbourhood Association

Cheryl Krostewitz, Manitoba Cooperative Association

Sharon McIlraith, Education Director, Ka Ni Kanichihk

Tyler Pearce, Director of Operations, BUILD Inc.

Mike Tutthill, Planning & Community Engagement Consultant, Health in Common

Amanda Younka, Community Facilitator, Winnipeg Regional Health Authority

The Community Development / Community Economic Development Faculty:

Michel E Allard

Pamela McLeod

Sandra B Williams

Lynn Ann Lauriault

Joanne Summers

Curriculum Validation – Program Renewal Project Team

Robert Cordingley

Curriculum Consultant

Lynn Ann Lauriault

Curriculum Validation Facilitator

Betty-Ann McIvor

Chair, Aboriginal Education and Access Programs

Table of Contents

Introduction.....	1
Outcomes from the Deliverables.....	2
Environmental Scan and Key Findings (Appendix A).....	2
Industry Occupational Analysis (DACUM) Chart (Appendix B)	10
Graduate Skills and Abilities and Gap Analysis Chart (Appendix C).....	11
Graduate Profile (Appendix D)	11
Program Renewal Goals and Actions (Appendix E).....	12
5 Year Program Renewal Plan (Appendix F)	12
Appendices:	
Appendix A – Environmental Scans and Chart of Course Comparisons	13
Appendix B – Industry Occupational Analysis (DACUM) Chart	65
Appendix C – Graduate Skills and Abilities and Gap Analysis Chart.....	73
Appendix D – Graduate Profile.....	105
Appendix E – Program Renewal Goals and Actions from Visioning Workshop....	109
Appendix F – 5 Year Program Renewal Plan in Gantt format	113

Community Development / Community Economic Development Curriculum Validation – Program Renewal Final Report

Introduction

The Community Development / Community Economic Development Program is a two-year diploma program. There is an optional exit, with a Community Development Certificate, following year one. There are 4 work practicums in the program. The program is designed to meet the needs of students both new to the field and those who have already been working in the field. Graduates are prepared to facilitate change in those communities that are experiencing multiple barriers to development. The majority of graduates work in urban inner-city Winnipeg communities with some going to rural and northern Manitoba communities. Graduates may also proceed to further studies through an articulation agreement with the University of Winnipeg Urban and Inner City Studies Program.

This program was implemented in 2004 as part of a tri-college (Red River College, Assiniboine Community College, Keewatin Community College / University College of the North) initiative at the request of the Province and the community. In the program proposal, the purpose of the program was described as, “to upgrade skills of people who are involved in revitalizing low income, inner-city communities in Winnipeg.”

The program Chair nominated the program for Curriculum Validation – Program Renewal. In doing so, she requested that information be gathered related to CANDO (Council for the Advancement of Native Development Officers) accreditation. The intent of the Curriculum Validation process is to analyze the status of the program and to chart a course for program renewal. The process uses a structured format resulting in a 5-year renewal plan.

Curriculum Validation Deliverables

The Community Development / Community Economic development Curriculum Validation process involved 7 interrelated deliverables:

1. Environmental Scan and Analysis of the key findings of similar programs across Canada
2. Industry Occupational Analysis (DACUM)
3. Graduate Skills and Abilities and Gap Analysis Chart (includes cross-reference to competencies for CANDO accreditation)
4. Graduate Profile
5. Program Renewal Plan
6. A 5 Year Program Renewal Plan in Gantt Chart format
7. Final Report

Outcomes from the Deliverables

Environmental Scan and Key Findings (Appendix A)

The Environmental Scan provides the faculty and Chair with information about similar programs that are offered in Colleges and Universities locally and nationally. Programs were selected by the Chair from all programs across Canada. Information about each program was initially gathered from websites by Program and Curriculum Development staff. The Curriculum Validation Facilitator subsequently made phone calls to program contacts. The scan gathered information under the following categories:

- Name of Institution, Location, Contact Person
- Size of Program
- Student Demographics
- Credential Issued
- Program Features
- Curriculum Model
- Curriculum Content
- Student Assessment
- Current and Coming Challenges
- Curriculum Renewal
- Partnerships

For the Community Development / Community Economic Development Curriculum Validation – Program Renewal, nine programs were scanned. They are:

- Red River College (RRC), Winnipeg, MB – **Community Development / Community Economic Development**
- Assiniboine Community College (ACC), Brandon, MB – **Aboriginal Community Development**
- Algoma University, Sault Ste. Marie, ON – **Community Economic and Social Development**
- Aurora College, Inuvik, NT – **Business Administration**
- Centennial College, Toronto, ON – **Community Development**
- Confederation College, Thunder Bay, ON – **Aboriginal Community Advocacy**
- Nicola Valley Institute, Merritt, BC – **Aboriginal Community Economic Development**
- Northern College, Haileybury, ON – **Business and Office Administration – Community Economic and Social Development Worker**
- Sheridan College, Brampton, ON – **Community Worker – Outreach and Development**
- University College of the North (UCN), Thompson, MB – **Community Economic Development**

Note: The program at Northern College has been suspended as of the 2011-2012 academic year due to low enrolment.

Please see **Appendix A** for the full Environmental Scan and a Chart of Course Comparisons for the programs scanned. Key findings are outlined below.

Key Findings from the Environmental Scans

Size of Program

Students

- Red River College, Assiniboine Community College and Confederation College have intakes between 12 and 25 students / year
- The cohort intake at University College of the North is 25 students but there is not a new cohort each year
- With higher numbers of students, Centennial College accepts 40 students each year, Sheridan reports a combined 1st and 2nd year enrolment of 60 students and Nicola Institute graduates 20 – 25 students / year
- With lower numbers of students, Algoma University (certificate) graduates 3 – 5 students / year and Aurora College reports that 3 – 5 students / year enter their 2nd year CED stream

Faculty

- Red River College, Assiniboine Community College, Algoma University and UCN have between 1 and 2 faculty whose full teaching load is in the program, with other faculty teaching across programs
- Aurora College, Confederation College and Sheridan College report that all faculty that teach the program teach across programs
- Aurora College, Centennial College, Nicola Valley Institute and Northern College programs are taught by part-time faculty or contractors

Student Demographics

- Red River College, Algoma University (certificate), Sheridan College and University College of the North report that the majority of students are mature (older) students
- Centennial College expects 1st intake for the program to be primarily recent high school graduates
- Red River College and Algoma University (certificate) report that each intake includes students with university degrees
- Algoma University (certificate), Nicola Valley Institute and University College of the North report that many students are already working in the field, many in management, and continue working in the field while taking the program
- Red River College reports that some students have been in the field prior to entering the program and/or are employed in the field part time while taking the program
- Red River College program students are from: mostly urban with mix of inner-city and suburban, newcomers, a few students of Aboriginal descent from rural and remote communities, international students on occasion

- Assiniboine Community College program students are from: 10% urban, 40% rural, 50% northern First Nations communities
- Algoma University (certificate) program students are from: 50% First Nations communities, 50% mix of northern & urban
- Aurora College students are from: rural / remote communities
- Centennial College program students are from: Scarborough / Toronto area
- Confederation College program students are from: mix of urban and rural, some out of province
- Nicola Valley Institute program students are from: on Merrit campus – rural First Nations communities; on Vancouver campus – inner city (students of Aboriginal descent)
- Northern College students were: rural northerners
- Red River College students are a mixture of: students of Aboriginal descent, newcomers, Canadian born non-Aboriginal students, international students on occasion
- Assiniboine Community College: majority of students are of Aboriginal descent
- Algoma University (certificate): 50% must be students of Aboriginal descent
- Aurora College: majority of students are of Aboriginal descent
- Centennial College: small number of students of Aboriginal descent and many newcomers expected
- Confederation College: 80% students of Aboriginal descent and balance Canadian born non-Aboriginal students
- Nicola Valley Institute: students of Aboriginal descent
- University College of the North: all First Nations funded students

Credential Issued

- All colleges offer a two year Diploma
- Confederation College offers the option of taking the Diploma program as a one year accelerated Post-Diploma
- The University College of the North 2 year Diploma program is offered on a part-time, cohort basis that takes 4.5 years to complete
- Students of Red River College, Assiniboine Community College, Aurora College, Confederation College and Nicola Valley Institute are eligible to receive a Certificate upon successful completion of the 1st year
- Algoma University offers a Certificate program and a Degree program (Degree program is not included in this scan)

Program Features

Entrance Requirements

- All programs, except Nicola Valley Institute and University College of the North, report a Grade 12 Secondary School diploma as a requirement for entering the program
- All but Algoma University and Nicola Valley Institute specify Math and/or English requirements
- Centennial College specifies that a minimum grade is required in English
- Red River College requires successful completion of a reading skills test, 2 letters of reference and attendance at an information session with members of the selection committee
- Red River College, Assiniboine Community College, Confederation College and Sheridan College indicate that a criminal record check and / or a child abuse registry check is / may be required
- Sheridan College indicates that a record of immunization may be required

Graduation Requirements

- Aurora College students must maintain a cumulative average of 60 per cent or more in the program

Experiential Learning Component

- Red River College, Assiniboine Community College, Confederation College provide experiential learning in blocks
 - Red River College has a 4 week block in each of 4 terms
 - Assiniboine Community College has 8 weeks in each of the 2 years
 - Confederation College has 6 weeks in term 4
- Algoma University and Sheridan College have work placements spread over a period of time
 - Algoma University has 1+ days / week for a full term
 - Sheridan College has 2 days / week in term 3 and 3 days / week plus a 1 week block in term 4
- Aurora College and Centennial College describe their work placements as “undefined” and “of undefined length”
- University College of the North automatically credits students for Practicum 1 because they are all working. Practicum 2 of 50 hours is not yet defined
- Nicola Valley Institute and Northern College do not have experiential learning components

Program Focus

- Red River College – prepares students to work in revitalizing low income, inner-city communities; some graduates work in First Nations or rural communities
- Assiniboine Community College – focuses on Aboriginal sensitivity and administrative skills for First Nations communities; many graduates end up staying in the city
- Algoma University – graduates serve rural, northern and First Nations communities; principles and practices are transferable but case studies are from this demographic; many graduates of Aboriginal descent become EDOs; graduates work for government in

administrative roles; graduates do a combination of front line and management work in small communities

- Aurora – many graduates work in government administrative positions (e.g. finance)
- Centennial College – prepares students to work in any setting, anywhere, in entry level positions
- Confederation College – prepares students to work in any setting from front line to managerial positions; graduates work in Tribal Councils, Aboriginal or government departments, international work
- Nicola Valley Institute – educates students of Aboriginal descent to work in First Nations communities
- Northern College – helps northern communities to better undertake holistic development; graduates prepared as community workers or management
- Sheridan College – prepares students to work in any setting; graduates prepared for front line or administrative positions
- University College of the North – rural northern focus; students already working in field will go into management positions if not already in one

Curriculum Model

Program Streams

- Assiniboine Community College offers students the opportunity for Economic or Social specialization in year 2
- At Aurora College, Community Economic Development is one of 3 streams in Business Administration
- The other programs do not have streams

Program Delivery

- All programs except those at Nicola Valley Institute and University College of the North are offered full-time
- Nicola Valley Institute and University College of the North utilize “in community” delivery whereby working students attend one week of classroom instruction / month, delivered on-site, with technology to keep students and instructor connected for the balance of the month
- Red River College, Algoma University, Aurora College, Confederation College and Northern College have provisions for reduced work load or part-time study resulting in an extended program
- Assiniboine Community College, Algoma University, Aurora College, Confederation College and Nicola Valley Institute offer some courses via distance or online delivery
- Nicola College program is being redeveloped as an online program with continuous intake
- Aurora College is increasing number of courses available via distance education
- Algoma University offers programs under contract with First Nations communities on the east coast

Curriculum Content

- Confederation College's accelerated (post diploma) program enables students with a prior degree or diploma to earn this diploma in one year by completing specific courses from 1st and 2nd year. It was reported that students like being able to get 2 diplomas in 3 years
- Red River College, Assiniboine Community College, Centennial College, Nicola Valley Institute, Northern College and University College of the North programs are comprised entirely of mandatory courses
- Confederation College and Sheridan College programs require students to take a "General Education Elective"
- Algoma University and Aurora College offer electives within their programs
- The Chart of Course Comparisons in **Appendix A** provides an initial sort of courses, from the programs scanned, into common categories

Partnership Arrangements

Transfer of Credits

- Graduates of all programs except Centennial College and University College of the North have the opportunity for transfer of credits to degree programs at other institutions
- Nicola Valley Institute and Simon Fraser University are delivering an integrated studies undergraduate degree requiring 2 years study at each institution. All courses in the Aboriginal Community Economic Development diploma are required
- Centennial College will be pursuing articulation agreements with universities over the next two years
- Assiniboine Community College is the only program reporting agreements with high schools whereby entering students may receive advanced standing

Partnerships in the Community

- Red River College and Algoma University with a wide range of organizations through practicum placements
- Algoma University (certificate) with the NORDIK Institute (a community based research institute affiliated with Algoma University)
- Red River College with strategic organizations through faculty committee work
- Aurora College, Confederation College and University College of the North with government departments
- Aurora College and Northern College with industry through teachers from industry
- Confederation College and Nicola Valley Institute with Aboriginal organizations
- Sheridan College through individual professors doing some class projects with community partners
- Assiniboine Community College and Centennial College did not state

Accreditation

- Assiniboine Community College, Aurora College, Nicola Valley Institute and University College of the North programs are accredited by CANDO (Council for the Advancement of Native Development Officers) Note: Algoma University degree program (not part of this scan) is accredited

- Red River College, Algoma University (certificate program), Centennial College, Confederation College, Northern College and Sheridan College programs are not accredited by CANDO
- Confederation College has considered CANDO accreditation and this may be revisited in the future
- Northern College had considered but did not pursue CANDO accreditation due to resources
- Programs that are CANDO accredited reported the following advantages:
 - It is a recruiting tool
 - students can better perceive their potential for future employment
 - it is portable across the country
 - The CANDO Conference is good and improves graduates' networks
 - Employers look for this in a northern, First Nations environment
 - Earning one professional certification encourages students to pursue other certifications such as Chartered Accountant (CA)
 - Enables program to get contracts to deliver program in First Nations communities in other parts of Canada
 - Helps program to connect with Aboriginal economic development officers and other trainers
- Programs that are CANDO accredited reported the following challenges:
 - Complexities arise from the focus of college programs on outcomes and the focus of CANDO accreditation on course descriptions.
 - This leads to a related issue of what qualifies as a credit. CANDO assigns credits to course descriptions, so when the competencies inherent in 2 CANDO course descriptions are delivered in one college course, CANDO allocates only one (1) credit instead of two (2).
 - Demand not as big as would be assumed
 - First Nations are often dismayed that students must attend school (and be away from work) for 45 hours to get one credit
 - Attrition is high, particularly when program is delivered on campus
 - Has not made a difference to the program so far
 - Perhaps needs to be marketed differently
- Algoma University is also accredited by the Economic Developers Association of Canada (EDAC)

Certification

- Graduates from CANDO (Council for the Advancement of Native Development Officers) accredited programs noted above are automatically granted TAED (Technician Aboriginal Economic Developer) certification
- Graduates from Algoma can also apply for certification to the Economic Developers Association of Canada (EDAC)

Current and Coming Challenges

Challenges identified by programs were in the following areas:

- Recruitment / Enrolment
 - several programs report small enrollment as a significant challenge with one program reporting being suspended due to low enrollment
 - the field of Community Development and Community Economic Development is not well known under these labels making it a challenge to recruit (e.g. no professional affiliation)
 - Students want to see a job they are working towards and these are not necessarily in existence, but need to be developed, in northern communities
 - the demand for education from First Nations is increasing, resulting in increased sponsorship into some programs
 - the field demands a certain level of maturity / experience that younger students may not yet possess
 - students arrive with a wide range of skill levels depending on the resources of their community and school (some students require a lot of support)
 - education inflation means that employees require a degree in order to get hired, making the job market for diploma graduates tougher
 - student attrition

- Curriculum
 - ensuring that program is “applied”
 - preparing students for new reality of reduced resources in some regions
 - many land claims resulting in need for self-government and land management
 - prepares students as advocates for change which not all employers want

- Delivery to address accessibility and / or attrition issues
 - distance delivery
 - material development
 - narrow band-width
 - reconciling alternate delivery with hands-on nature of program and core values of inter-personal relations and community building
 - cohort with blocks of compressed instruction (e.g. 1 wk./mo. or summer institutes)
 - physical location of program in relation to community organizations

- Faculty
 - recruiting faculty with the right combination of skills who have at least a Master’s Degree and have been working in the field for several years
 - recruiting faculty of Aboriginal descent for programs with a high percentage of Aboriginal students and CANDO certification

- Accreditation
 - See “Accreditation” section of “Partnership Arrangements” for challenges related to CANDO accreditation

Industry Occupational Analysis (DACUM) Chart (Appendix B)

The Industry Occupational Analysis using the DACUM process is a familiar component of the curriculum development process at Red River College and provides the program with a description of regional occupational needs. Included in the process is the identification of emerging and retiring industry trends.

Industry practitioners participated in the DACUM process on June 25 and 26, 2012 to identify the major competencies and related skills required by entry-level workers in their field.

The Community Development / Community Economic Development DACUM identified the following emerging and retiring trends:

Emerging Industry Trends:

- chronic illness – mental health issues in "pocket" communities (pockets of poverty)
- social enterprise – potential dangers (social safety net)
- non-profits – enterprises
- staff turnover – not just due to retirements
- use of social media with non-traditional clients
- difficult recruiting volunteers for boards and other duties
- collaboration among social organizations (partnerships)
- more difficult to get funding
- trend toward project rather than program (core) funding
- increase in number of organizations (charities and non-profits)
- food security
- community bartering
- more ethno-cultural communities identifying needs (bottom up development)
- growth in newcomer populations
- racism among communities
- language challenges
- healthy communities – more holistic approach
- non-traditional organizations involved in Community Development (Community Economic Development) have increased creating more competition for money

Retiring Industry Trends:

- social policy and safety net
- availability of volunteers
- trend away from organization core funding
- ease with which basics can be maintained
- community barter systems
- sustaining funding at level of need

Graduate Skills and Abilities and Gap Analysis Chart (Appendix C)

During a half-day workshop on November 21, 2012, faculty compared the competencies identified by the DACUM panel with the competencies required for CANDO accreditation. The result was a single chart of competencies with any discrepancies between competencies identified by the DACUM panel and CANDO noted. The competencies for CANDO accreditation were outlined, in advance, by the Curriculum Validation Facilitator and Curriculum Consultant, through reference to several documents of the Council for the Advancement of Native Development Officers (CANDO).

During two half-day workshops on November 26, 2012 and December 4, 2012, faculty used the chart developed on November 21, 2012 to outline their assessment of what would constitute realistic learning expectations of the program. Additionally, they compared those expectations to the current instruction in the program to identify any gaps in training.

The outcome of these workshops is a single, composite chart of graduate skills and abilities that can serve as the basis for the development of program learning outcomes, for any curriculum renewal and for the assessment of CANDO accreditation. The chart is the cross-referencing of: 1) the competencies identified in the Occupational Analysis and the College Wide Learning Outcomes (CWLO), 2) competencies identified by CANDO for accreditation, 3) the faculty's assessment of what would constitute realistic learning outcomes for graduates of the program, and 3) the current curriculum.

Please see the chart in **Appendix C** along with keys to CANDO competencies and CD/CED courses referenced in the chart.

Graduate Profile (Appendix D)

Through the use of the *Graduate Skills and Abilities Chart*, the Graduate Profile outcome statements were developed by the faculty at workshops on December 10 and 19, 2012.

A Graduate Profile is a set of outcome statements that describe the essential and enduring knowledge, skills and abilities expected of a graduate of a program. The graduate profile provides the focus for program and course revision to ensure that all learning outcomes and assessments are relevant to the expected learning of students in the program. Please see the detailed Graduate Profile in **Appendix D**.

Program Renewal Goals and Actions (Appendix E)

A visioning workshop with the Community Development/Community Economic Development faculty and Chair on December 13, 2012 challenged participants to identify, “What should be done over the next 5 years to maintain and enhance program excellence?”

As part of the pre-visioning that day, participants reviewed the preceding four deliverables as well as Graduate Satisfaction and Employment Reports and Student Evaluation of Program Reports for several years. Participants also reviewed results of action research conducted by the current CD/CED second year class who surveyed 2010 to 2012 program graduates about skills and knowledge required to be successful in the field.

The goals identified at this visioning session are articulated in the graphic below. Please see the full set of goals and related action items in **Appendix E**.



5 Year Program Renewal Plan (Appendix F)

The program renewal plan is the result of translating the preceding five deliverables into a coherent plan for the renewal of the program. The Program Renewal Plan will serve as the basis for the improvement of the Community Development / Community Economic Development program.

After reviewing the five deliverables, including the Goals and Action items, the Chair in consultation with the Curriculum Consultant, set priorities and identified the sequence of the goals and action items within the 5-Year renewal plan.

Please see the Gantt chart for the Renewal Plan sequence and timeline in **Appendix F**. The Chair and faculty are committed to renewing the program over the next 5-year period.

Appendix A – Environmental Scans and Chart of Course Comparisons

- **A1: Environmental Scans**
- **A2: Chart of Course Comparisons**

A1: Environmental Scans – Community Development / Community Economic Development

College Scanned	College – Full Name Address
Red River College	<p>Red River College 2055 Notre Dame Ave. Winnipeg, MB R3H 0J9 (204) 632-2327</p> <p>Betty-Ann McIvor Chair of Aboriginal Education and ACCESS Programs Room F210 (204) 632-2567</p>
Assiniboine Community College	<p>Assiniboine Community College 1430 Victoria Avenue East Brandon, MB R7A 2A9</p> <p>Wayne Jacobsen Chair of Human Services 1-800-862-6307 ext. 6216</p>
Algoma University	<p>Algoma University 1520 Queen Street East Sault Ste. Marie, ON P6A 2G4 (705) 949-2301 1-888-ALGOMA-U</p> <p>Bonnie Gaikhezheyongai Program Coordinator (705) 949-2301 ext. 4349 Bonnie.gaikhezheyongai@algonau.ca</p>
Aurora College	<p>Aurora College P.O. Box 1008 87 Gwich'in Road Inuvik, NT X0E 0T0 (867) 777-7800 1-866-287-2655</p> <p>Margaret Dumkee Program Head, Business Administration (867) 872-7521 mdumkee@auroracollege.nt.ca</p>

<p>Centennial College</p>	<p>Centennial College Ashtonbee Campus P.O Box 631 Station A Toronto, ON M1K 5E9</p> <p>Sama Bassidj (416) 289-5000 ext. 7721 sbassidj@centennialcollege.ca</p> <p>Christine Dickie Program Developer cdickie@centennialcollege.ca</p>
<p>Confederation College</p>	<p>Confederation College 1450 Nakina Drive P.O. Box 398 Thunder Bay, ON P7C 4W1 (807) 475-6110</p> <p>Patricia (Pat) McGuire Program Coordinator (807) 475-6646 pmcguire@confederationc.on.ca</p>
<p>Nicola Valley Institute</p>	<p>Nicola Valley Institute of Technology Merritt Campus 4155 Belshaw Street Merritt, BC V1K 1R1 (250) 378-3300 1-877-682-3300</p> <p>Warren Weir Dean of Academic Programs (250) 378-3325 wweir@nvit.bc.ca</p>

<p>Northern College (Suspended as of 2011-12)</p>	<p>Northern College Haileybury Campus 640 Latchford St. Box 2060 Haileybury, ON P0J 1K0 (705) 672-3376</p> <p>Gerry Bilodeau (705) 672-3376 ext. 8822 bilodeaug@northern.on.ca</p> <p>Michael Studd Program Coordinator (705) 672-3376 ext. 3633 studdm@northern.on.ca</p>
<p>Sheridan College</p>	<p>Sheridan College Davis Campus 7899 McLaughlin Rd Brampton, ON L6Y 5H9 (905) 459-7533</p> <p>Richard Finch Dean (905) 459-7533 ext. 5001 richard.finch@sheridaninstitute.ca</p> <p>Abigail Salole Coordinator, Community Worker – Outreach & Development Abigail.salole@sheridanc.on.ca</p>
<p>University College of the North</p>	<p>University College of the North 504 Princeton Drive, Thompson, MB R8N 0A5 (866) 677-6450</p> <p>Kim Laycock Business Instructor 204-677-6546 klaycock@ucn.ca</p> <p>Borys Kruk CED Instructor 204-620-2612, 6 Olivewood Dr. Winnipeg, MB R2M 4Y1 bkruk@ucn.ca</p>

College Scanned	URL
Red River College	http://me.rrc.mb.ca/Catalogue/ProgramInfo.aspx?RegionCode=WPG&ProgCode=COMEF-DP
Assiniboine Community College	http://public.assiniboine.net/Programs/AboriginalCommunityDevelopment.aspx
Aurora College	http://www.algomau.ca/degrees-certificates/certificate-programs/cesd-certificate
Centennial College	http://www.centennialcollege.ca/Programs/ProgramOverview.aspx?Program=1230&Calendar=2012-2013
Confederation College	http://www.confederationc.on.ca/aborig-advocacy
Nicola Valley Institute	http://www.nvit.ca/program.aspx?pgmID=15
Northern College	http://www.northernc.on.ca/programs/ba/cesd_worker.html
Sheridan College	http://www.sheridancollege.ca/Programs%20and%20Courses/Full-Time%20Programs/Programs%20A-Z%20Index/Community%20Development.aspx
University College of the North	https://www.ucn.ca/ics/Programs/Certificate_Programs/Community_Economic_Development/Program_Information.jnz

Program Size	
College Scanned	Number of Students, Number of Faculty
Red River College	<p>Number of Students</p> <ul style="list-style-type: none"> • First year intake is usually 12 – 15 students. Of those who successfully complete the 1st year, the majority will move on to 2nd year • Always a couple who will stop at a certificate, usually for financial reasons (can't afford to continue) • Demographics have varied since 2008. • Always diverse • Age (18 – 60) but mostly mature students with experience • High school graduates to Master's Degrees. Usually 1/4 to 1/3 of class will have university credits or degree • A mixture of students of Aboriginal descent, newcomers and Canadian born non-Aboriginal students. • Occasionally international students • Mostly urban with a mix of inner-city and suburban. Always a few students of Aboriginal descent from rural and maybe fly-in communities. <p>Number of Faculty</p> <ul style="list-style-type: none"> • One with full teaching load in program and four others teaching their specialties (business, computers, human resources)
Assiniboine Community College	<p>Number of Students</p> <ul style="list-style-type: none"> • First year – approximately 15 – 20 intakes. • Second year – about 8 – 10 carry on to second year. The majority carry on for the diploma, but some have to leave with a Certificate because of life circumstances • There is a diverse demographic including Caucasian students even though the program is titled Aboriginal Community Development <ul style="list-style-type: none"> ▪ 10% from Brandon ▪ 40% from within 50 miles ▪ 50% from northern First Nation communities <p>Number of Faculty</p> <ul style="list-style-type: none"> • 3 ½ positions are assigned to Aboriginal Community Development program • 1 ½ persons teach only Aboriginal Community Development • 2 teach approximately 80% Aboriginal Community Development and other programs for the balance
Algoma University	<p>Number of Students</p> <ul style="list-style-type: none"> • They graduate approximately 4 certificate students each year. They take the same courses as degree students so are not separated. Each year the intake (whether degree or certificate) is around 13 – 15 students • Demographics: Several university grads, usually fine arts students from programs like sociology, political science, etc.

<p>Algoma University (cont'd)</p>	<ul style="list-style-type: none"> • Some students articulate from Community Worker program at George Brown College. • Many students are already working in a related field. • 50% are from First Nations communities & 50% are a mix of northern & urban. • Most are mature students 28 years old and over <p>Number of Faculty</p> <ul style="list-style-type: none"> • Two faculty have their full teaching load in this program • Other professors are recruited from other programs to teach one specialty course
<p>Aurora College</p>	<p>Number of Students</p> <ul style="list-style-type: none"> • 30 students over two year period in Business Administration • 3 – 5 students annually in 2nd year Community Economic Development stream • The majority of students are of Aboriginal descent. • The only campus that features CED is in Fort Smith, a very remote and small community. Students who attend come from rural/ remote communities <p>Number of Faculty</p> <ul style="list-style-type: none"> • Few courses are specific to CED • One contract or full-time faculty may cover core courses (3) which require specialized training • Non-core courses are taught by faculty who teach in a variety of programs
<p>Centennial College</p>	<p>Number of Students</p> <ul style="list-style-type: none"> • This is a brand new program, starting in the fall of 2012. See COMMENTS section for more details • They will accept 40 students who will all be in one cohort. • Because there is a waiting list for the Social Services Program, the expectation is that the C.D. Program will be full • The demographics of students are very diverse at Centennial. • For the first intake, no international students will be accepted, but many newcomers are expected and probably a small number of students of Aboriginal descent. • The population is usually from Scarborough/ Toronto. The expectation is that most students will be recent high school graduates <p>Number of Faculty</p> <ul style="list-style-type: none"> • There is no full-time faculty assigned to the program. All 4 – 5 faculty will be contract • Centennial College uses many contract faculty and instructors

<p>Confederation College</p>	<p>Number of Students</p> <ul style="list-style-type: none"> • 20 students started this term. Not all students stay full-time, it is expected that approx. 80% will graduate. At least 15 will re-enroll for 2nd year • This program was re-developed over the last two years and this is the first year it is being offered. Formerly it was called the Aboriginal Law & Advocacy Program • The demographics are mixed. The majority (approx. 80%) are of Aboriginal descent and the balance are Canadian born, non-Aboriginal students • There is a mix of urban and rural students, several from out of province <p>Number of Faculty</p> <ul style="list-style-type: none"> • The faculty teaches across various programs, usually those with an Aboriginal focus • There are some part-time faculty
<p>Nicola Valley Institute</p>	<p>Number of Students</p> <ul style="list-style-type: none"> • For the past 10 years they have graduated approximately 20 – 25 students per year (all delivery methods combined) • The entire Institute's purpose is to educate students of Aboriginal descent to prepare them to work in Aboriginal communities • At the Merrit, B.C. campus most students are from rural First Nations communities • At the Vancouver, B.C. campus most students are of Aboriginal descent and are from the inner city • The program is being renewed right now <p>Number of Faculty</p> <ul style="list-style-type: none"> • The majority of the time this Diploma is delivered off-site and contracts have been negotiated right across the country with First Nations communities. This means that most instructors are contractors, hired locally so they have local knowledge and examples. If no one is available someone will be sent from B.C
<p>Northern College (Suspended as of 2011-12)</p>	<p>Number of Students</p> <ul style="list-style-type: none"> • This program is not being run anymore, as of last September. Low enrollment was the reason. They only got 4 or 5 students each year • It ran under the business school and while the students who graduated were the cream of the crop and VERY employable and sought after, not enough students showed interest in the inter-disciplinary approach to development • The program ran in the north, through live-feed video classes, so rural northerners were the student body <p>Number of Faculty</p> <ul style="list-style-type: none"> • Faculty in the entire college is mostly part-time. Any full-time faculty would teach across various programs

<p>Sheridan College</p>	<p>Number of Students</p> <ul style="list-style-type: none"> • There are 60 students total in the program (1st and 2nd year students). This is very small compared to other programs at the College. For example, the Social Service Worker program attracts 1,000 per year • All Sheridan programs are marketed on mass (no special targeting or marketing) so whomever applies is who attends. • The program tends to attract more mature students <p>Number of Faculty</p> <ul style="list-style-type: none"> • The faculty are hired for a cluster of 3 programs so students get a variety of teachers over the 2 year period, sometimes as many as 12 <ul style="list-style-type: none"> ▪ Social Service Worker program ▪ Child and Youth Worker Program ▪ Community Worker – Outreach & Development Program
<p>University College of the North</p>	<p>Number of Students</p> <ul style="list-style-type: none"> • This program has undergone several changes and one long hiatus. • Only one cohort has graduated to date. They do NOT have continuous intake. Instead, students spend 4 ½ years finishing a 2 year diploma program with the same cohort • High drop-out rate, partly because of the length of time it takes to graduate. This cohort (the 2nd) started with 25, 5 dropped out early, and now just finishing the 3rd year there are 8 students left • At the beginning there was a mix of students. But only the First Nations funded students remain. This is because they are sponsored to go to school and are supported while they take one week a month off work <p>Number of Faculty</p> <ul style="list-style-type: none"> • There is one faculty dedicated full-time to this program (only one cohort at a time). • Some of the courses are taught by the Business Program faculty

Credentials	
College Scanned	Certificate, Diploma or Applied Degree
Red River College	<ul style="list-style-type: none"> • Two-year diploma Community Economic Development • Optional one-year Community Development certificate exit
Assiniboine Community College	<ul style="list-style-type: none"> • Diploma in Aboriginal Community Development • Optional exit with Aboriginal Community Development Certificate after the 1st year • Most who enter the program intend to take the 2 year diploma. For the few that leave after one year, outside influences interfere. If a student makes it through 1st year they would rarely drop out because they didn't like it
Algoma University	<ul style="list-style-type: none"> • Certificate in Community Economic and Social Development
Aurora College	<ul style="list-style-type: none"> • Business Administration Diploma • Business Administration Certificate
Centennial College	<ul style="list-style-type: none"> • Diploma in Community Development
Confederation College	<ul style="list-style-type: none"> • Ontario College Diploma Program • In addition, students who have already graduated with a diploma can enroll in this program and achieve an accelerated post-diploma in one year. The credits required for this post-diploma in Aboriginal Community Advocacy are described in Curriculum Content
Nicola Valley Institute	<ul style="list-style-type: none"> • Aboriginal Community Economic Development Certificate • Aboriginal Community Economic Development Diploma
Northern College (Suspended as of 2011-12)	<ul style="list-style-type: none"> • Diploma in Business and Office Administration – Community Economic and Social Development Worker
Sheridan College	<ul style="list-style-type: none"> • Ontario College Diploma
University College of the North	<ul style="list-style-type: none"> • Community Economic Development two year diploma • There was a Certificate in Community Development – for those who choose to exit the program after successfully completing all the common courses in the first year. (This Certificate is not offered any more)

Program Features	
College Scanned	Length, Division of Academic Year, Entrance Requirements, PLAR, Special Selection Process, Graduation Requirements
Red River College	<p>Length</p> <ul style="list-style-type: none"> • 2 years, 2 terms per year with a September entry <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Manitoba Grade 12 Diploma which includes English and Math requirements • Successfully complete a prescribed reading skills test • Complete the additional information sheets • Submit two letters of reference • Attend an information session with members of the Selection Committee <p>Note: Upon acceptance into the program, students are required to submit official Adult Criminal Record/Vulnerable Sector and Provincial Child Abuse Registry check documents</p> <p>Special Admission Requirements</p> <ul style="list-style-type: none"> • If a potential student is 19 years of age or older on or before September 30 in the year of registration, has been out of high school for a minimum of one year, and does not meet the regular admission requirements, they may apply under the special admission requirements • The student must have successfully completed the RRC Academic Foundations or a minimum of one Math 20S credit and one English 20S/20F credit, and meet all other regular admission requirements <p>Graduation Requirements</p> <ul style="list-style-type: none"> • All courses must be completed • Minimum 104 credit hours <p>RPL/PLAR</p> <ul style="list-style-type: none"> • At RRC, Recognition of Prior Learning (RPL) is a process in which individuals have the opportunity to obtain credit for college-level knowledge and skills gained outside the classroom and/or through other educational programs. It is a process which compares an individual's prior learning gained from prior education, work and life experiences and personal study to the learning outcomes in college courses • The individual demonstrates this learning through valid, rigorous assessment methods. College faculty are the "course" experts who assess the learning and determine the credit awarded for prior learning • Transfer credit may be granted for courses completed at another post-secondary institution

Assiniboine Community College	<p>Length</p> <ul style="list-style-type: none"> • 2 years – diploma has common year and then Economic or Social specializations in 2nd year • 1 year – certificate <p>Entrance Requirements</p> <ul style="list-style-type: none"> • A complete Manitoba Grade 12 English 40G/40S or equivalent • For those intending to choose the economic specialization, Consumer/Essential Mathematics 40S or equivalent • English is the language of instruction at ACC. All applicants educated outside of Canada, or a country not on the test-exempt list, are expected to meet the English language proficiency requirement • If students do not meet the entrance requirements, they may apply as special admissions applicants <p>Criminal Record Check / Child Abuse Registry Check</p> <ul style="list-style-type: none"> • At many agencies where students work on practicums, students must disclose convictions for any offences. In some instances, applicants with a criminal record and applicants listed on the Child Abuse Registry may be unable to complete the program. • If a potential student has a criminal record they would meet with the Chair to review the case. Depending on the severity of the charge and the person’s motivation, the Chair may seek to find a placement that would accommodate a person with a record <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Not stated <p>RPL/PLAR</p> <ul style="list-style-type: none"> • Yes
Algoma University	<p>Length</p> <ul style="list-style-type: none"> • 1 year (full-time) to 3 years (part-time) <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD) with six 4U/M courses <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Successful completion (pass) of all subjects <p>RPL/PLAR</p> <ul style="list-style-type: none"> • Not stated
Aurora College	<p>Length</p> <ul style="list-style-type: none"> • One year certificate program – 10 courses • Two-year diploma program is available in three streams:

<p>Aurora College (cont'd)</p>	<ul style="list-style-type: none"> ▪ General Stream – 20 courses: 15 core courses and 5 electives ▪ Co-op Stream – same content as General, but also includes two work placements ▪ Community Economic Development (CED) Stream – 21 courses: 15 core courses and 6 required courses <p>Entrance Requirements</p> <ul style="list-style-type: none"> • NWT high school diploma (general or advanced), including ABE English 150 and ABE Math 150 or equivalent. • Mature students who do not have the required academic background will be considered individually. In the absence of the above listed entrance requirements, the Aurora College academic placement test may be required <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Students must complete all course assignments • The passing mark for courses will be 50 per cent. However, students must maintain a cumulative average of 60 per cent or more in the program • Diploma students in the General stream are required to successfully complete 20 three-credit courses • Students in the Co-op stream are required to successfully complete 22 three-credit courses, including the two work placements • Diploma students in the Community Economic Development (CED) stream are required to successfully complete 21 three-credit courses • Certificate students are required to successfully complete a total of 10 three-credit courses specified in the program design <p>RPL/PLAR Not stated</p>
<p>Centennial College</p>	<p>Length</p> <ul style="list-style-type: none"> • 2 years, 2 semesters per year <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD) or equivalent, or mature student status (19 years or older) • English Grade 12 C or U (minimum grade required) or equivalent, or skills assessment <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Not stated <p>RPL/PLAR</p> <ul style="list-style-type: none"> • Students may request credit based on learning experience acquired through past study, work and life experience. Using PLAR, it is possible to evaluate past learning against established

Centennial College (cont'd)	<p>academic standards to determine if Centennial College course credit(s) should be awarded</p> <ul style="list-style-type: none"> • Students may obtain PLAR credit by challenge or portfolio. The challenge process may include exams, interviews, demonstrations and presentations. A portfolio identifies and documents previous learning as it relates to current college courses. Documentation may take the form of letters, job descriptions, awards, samples of work and licenses. The portfolio is then evaluated by subject experts
Confederation College	<p>Length</p> <ul style="list-style-type: none"> • 2 years, 2 semesters per year <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (or equivalent) with courses from the College (C), University (U), University/College (U/C), or Open (O) preparation levels <p>or</p> <ul style="list-style-type: none"> • Successful completion of Mature Student Entrance Requirements <p>or</p> <ul style="list-style-type: none"> • Appropriate credits from Academic and Career Entrance Program <p>Additional Courses Required</p> <ul style="list-style-type: none"> • Grade 12 College or University Preparation English • Students with existing credits in Aboriginal Law and Advocacy Program will receive credit exemptions for relevant courses in the new program <p>Other Requirements</p> <ul style="list-style-type: none"> • A recent criminal record check must be provided at the beginning of each academic year <p>Graduation Requirements</p> <ul style="list-style-type: none"> • None stated <p>RPL/PLAR</p> <ul style="list-style-type: none"> • Yes
Nicola Valley Institute	<p>Length</p> <ul style="list-style-type: none"> • 1 year – Certificate • 2 years – Diploma <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Not stated <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Not stated <p>RPL/PLAR</p> <ul style="list-style-type: none"> • Not stated

<p>Northern College (Suspended as of 2011-12)</p>	<p>Length</p> <ul style="list-style-type: none"> • 2 years, 4 semesters • Originally, this was a 3 year diploma and there was a practicum in the 3rd year. Only one cohort ran this way and it was changed to a 2 year program with no practicum <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD) with Grade 12 English (C, U), Grade 12 Math (C, U) or equivalent <p>or</p> <ul style="list-style-type: none"> • Mature student status. Mature students must undergo academic testing prior to admission into a program <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Not stated <p>RPL/PLAR</p> <ul style="list-style-type: none"> • Not stated
<p>Sheridan College</p>	<p>Length</p> <ul style="list-style-type: none"> • 2 years <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma or equivalent, including these required courses: <ul style="list-style-type: none"> ▪ One English, Grade 12 (ENG4C or ENG4U) <p>or</p> <ul style="list-style-type: none"> ▪ Mature student status <p>Criminal Record Check and Immunization Requirements</p> <ul style="list-style-type: none"> • Sheridan field placement agencies may require a police record check for criminal offences, a vulnerable sector check and/or a current acceptable record of immunization <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Not stated <p>RPL/PLAR</p> <ul style="list-style-type: none"> • Several courses recognize Prior Learning
<p>University College of the North</p>	<p>Length</p> <ul style="list-style-type: none"> • 2 years (but actually takes 4 ½ years to finish) <p>Entrance Requirements</p> <ul style="list-style-type: none"> • English 40S, and Pre-Calculus Mathematics 40S, Applied Mathematics 40S, or Consumer Mathematics 40S <p>or</p> <ul style="list-style-type: none"> • Equivalencies of above

University College of the North (cont'd)	<p>or</p> <ul style="list-style-type: none"> • Mature student <p>Graduation Requirements</p> <ul style="list-style-type: none"> • All courses passed • Because there is only one cohort at a time and it takes 4 ½ years to get through the curriculum, if someone fails a course they have to find a way to pick it up in evening school or with another program • Because all students are working in their bands, the first Practicum credit is just given to them for their current work. The 2nd Practicum of 50 hours is still to be planned. It will probably be a capstone project <p>RPL/PLAR</p> <ul style="list-style-type: none"> • Not stated
Curriculum Model	
College Scanned	Experiential Component, Program Majors/Streams, Delivery Options (e.g. Full-time and/or part-time, Distance Education, Online)
Red River College	<p>Experiential Component: Practicum</p> <ul style="list-style-type: none"> • 4 weeks in term 1 • 4 weeks in term 2 • 4 weeks in term 3 • 4 weeks in term 4 <p>Program Focus Prepare students to work in revitalizing low income, inner-city communities in Winnipeg. Some graduates work in First Nations and northern communities as well</p> <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time, in-class • Some students have requested (and received) permission to take a part-time course load
Assiniboine Community College	<p>Experiential Component:</p> <ul style="list-style-type: none"> • 8 weeks in Year 1 • 8 weeks in Year 2 <p>Program Streams</p> <ul style="list-style-type: none"> • 2nd year specialization in either Economic or Social <p>Program Focus</p> <ul style="list-style-type: none"> • Aboriginal Sensitivity and training underlies all courses • Administrative skills are valued by First Nations communities so these are stressed, but many students end up staying in the city

Assiniboine Community College (cont'd)	<p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time • Distance Ed
Algoma University	<p>Experiential Component:</p> <ul style="list-style-type: none"> • 150 hours of Field practicum in CESD 3017 Directed Studies CESD Practicum (non-paid) is required for Certificate • Students do 1+ days per week for full-term <p>Program Streams</p> <ul style="list-style-type: none"> • In addition to the certificate program that is the subject of this scan, there are 3 year Bachelor of Arts and 4 year Bachelor of Arts (Honours) degree programs <p>Program Focus</p> <ul style="list-style-type: none"> • The mandate of this program is to serve rural, northern and First Nations communities, with 50% of students being of Aboriginal descent • How they meet the needs of these students is to use principles and practices which are transferable to any context but to demonstrate these using case studies from this demographic • Many of the Aboriginal students become EDO's. Many graduates will work as heads of organizations, some working for government in administrative roles. Some work in small communities doing prevention work (combination of front line and administrative) <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time • Part-time • Distance • Online • In addition to the program being offered in Sault Ste. Marie, Algoma U often does CANDO certification under contract with First Nations communities on the East Coast
Aurora College	<p>Experiential Component:</p> <ul style="list-style-type: none"> • Two undefined work placements in the Community Economic Development stream • The practicums are no longer offered. There aren't really any opportunities in Fort Smith and the college / community cannot afford to send students elsewhere because of high costs of transportation and housing. • One of the things they do to compensate is to link some assignments with real community circumstances/ issues and/or industry and create a project around it

<p>Aurora College (cont'd)</p>	<p>Program Focus Most graduates in the Business Administration Program, even from the CED Stream end up working for government in administrative positions; for example in finance</p> <p>Delivery Options</p> <ul style="list-style-type: none"> • It is a two year program but they are flexible. They allow students to take courses over a three year period or even part-time. They will allow someone to pick up a course they missed by distance education (with advise/ guidelines) • This program is looking at making more courses available, particularly in the CED stream, via distance education since only 1 of their 3 main campuses can now offer it and there are also many satellite locations. There are challenges with narrow band-width to accomplish this, but it is a goal
<p>Centennial College</p>	<p>Experiential Component: Work Placements</p> <ul style="list-style-type: none"> • Two work placements of undefined length <p>Program Focus</p> <ul style="list-style-type: none"> • The program is intentionally set-up to prepare students to work in any setting, anywhere community development is practiced: <ul style="list-style-type: none"> ▪ Rural and urban ▪ Government and non-profit ▪ Health ▪ Environment ▪ Arts ▪ Social Services ▪ etc. • Because most students will be young, they are being prepared for entry level positions, not management <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time
<p>Confederation College</p>	<p>Experiential Component:</p> <ul style="list-style-type: none"> • 6 week practicum in fourth semester <p>Program Focus</p> <ul style="list-style-type: none"> • The program does not focus on preparing students for a very particular kind of work • “When you are involved in Community Development you don’t know what path you are going to take” • Students who graduate go into a number of fields, using different skill sets acquired: <ul style="list-style-type: none"> ▪ Front line workers ▪ Managerial ▪ On to higher education, including law school

<p>Confederation College (cont'd)</p>	<ul style="list-style-type: none"> ▪ To work for Tribal Councils, Aboriginal or government departments ▪ International work <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time and part-time • They accommodate students taking this program part-time while working. • One course is currently available via distance education. It is not anticipated that many more will go this route since Community Development and Advocacy training requires social interaction, relationship building, and groups engaging in critical thinking together <p>Accelerated Program</p> <ul style="list-style-type: none"> • Each year a number of seats will be available to people with a university degree or college diplomas who wish to add the Aboriginal Community Advocacy as a second diploma • The accelerated program is comprised of courses from 1st and 2nd year. The duration is 2 semesters from September to May. Students must apply through Ontariocolleges.com and must have a minimum 2.5 or B average. A transcript is also required
<p>Nicola Valley Institute</p>	<p>Experiential Component:</p> <ul style="list-style-type: none"> • No <p>Delivery Options</p> <ul style="list-style-type: none"> • Because of the different delivery models (see below) there is no standard length of term. In the classroom semesters are 4 months long or 45 hours of classroom instruction per course • The CED program is one of 3 specialty programs under Administration Studies and there are currently 3 delivery methods <ul style="list-style-type: none"> ▪ In community (referred to as off-site) ▪ In class (no classes offered this term) ▪ Blended online (some in community and some online) • The CED Program is currently being re-developed as an online program with continuous enrollment. For example, the semester will run 4 months (say from Sept 1 to end of Dec.). A person may enroll anytime up to the middle of October but be required to complete all work by the end of December • This program can also be added to the Chemical Addictions program (2 years) with one additional year's worth of courses to earn a double diploma • When delivered "in community" they go in to do assessments of students to determine readiness and make sure they have the pre-requisites, they offer upgrading as required, and also address other college readiness issues prior to delivering the CED curriculum • The majority of students take this program via "In Community" in which delivery is done one week per month, full-time, on site. They also utilize a Learning Management System which keeps the group

<p>Nicola Valley Institute (cont'd)</p>	<p>and instructor connected for the other 3 weeks, but there are no required classes or online meeting times in between</p> <ul style="list-style-type: none"> • In these situations the majority are already working and most often in management positions in which they will stay or even advance. • This also affects how they learn. Instead of practicums, some of the projects they work on will be at their workplaces (like prepare a Strategic Plan) or use community situations as starting points • Those who attend via classroom or online may not have similar work experiences and so are more likely to get entry level jobs. There are fewer of these students • The courses are the same regardless of whether students are from rural communities or cities
<p>Northern College (Suspended as of 2011-12)</p>	<p>Experiential Component:</p> <ul style="list-style-type: none"> • No <p>Program Focus</p> <ul style="list-style-type: none"> • The program was originally developed to help northern communities to better undertake holistic development; addressing social, economic and environmental issues, with a grassroots focus. But students could easily go into either community worker or management positions upon graduation <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time • Students can extend the program by going (part-time) but this isn't usually the case
<p>Sheridan College</p>	<p>Experiential Component:</p> <ul style="list-style-type: none"> • Over 575 hours of field placement • In Year 2 you will engage in a two days per week field placement in Term 3, and in Term 4 field placement is three days per week plus one block week • There are two types of practicums, one with a larger institution and the other with a more grassroots organization. They attempt to match the practicum (especially the last one) with the student's own work setting preference as many transition into full-time paid work at the end of this period <p>Program Focus</p> <ul style="list-style-type: none"> • There is no particular focus. Students should be able to work in any setting upon completion of the program • There is no particular focus on getting students prepared to work either in administration or at the front line. But students find their niche in each of these upon graduation <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time

<p>University College of the North</p>	<p>Experiential Component:</p> <ul style="list-style-type: none"> • Practicum 1 and Practicum 2 noted in course content, but no other info given. • The 1st practicum is automatically credited because they are all working. • 2nd practicum is 50 hours, but not yet defined <p>Program Focus</p> <ul style="list-style-type: none"> • Rural/ northern focus • Broad training • Most students are over 30 and already in management or will definitely go into management upon graduation <p>Delivery Options</p> <ul style="list-style-type: none"> • The delivery model was changed several years ago. The first intake had only 3 graduates so they took a break and reviewed the program • The CED Diploma program is now offered in a compressed format of one week of classroom instruction per month, full-time (40 hours), no spares • Weekly, 3 hours of evening classes were added via Learn Link video conferencing when students couldn't seem to pick up where they left off, or didn't follow through with assignments. • Students take 2 courses at a time for 3 months. There are 7 weeks off in the summer • 1 credit hour = 20 hours of instruction. Most courses have 60 hours of instruction • Their band council employers give them one week off work (paid) each month to go to school • Other employers in the community have not taken advantage of this way of delivering the program
--	---

Curriculum Content		
College Scanned	Course titles, Course hours (credit and/or contact, Link to syllabus and/or course outlines if they are available)	
Red River College	Year 1	Credit Hours
	Term 1	
	• College & Career Success 1	1
	• Business Communications	3
	• Interpersonal Communications Skills 1	3
	• Computers & Business Technology	2
	• Community Development	3
	• Facilitating Empowering Process	3
	• Working Across Differences	3
	• Conflict Resolution	3
	• Practicum 1	3
	• Sociology	3
	Term 2	
	• History of Aboriginal People	3
	• Budget & Financial Management	3
	• Contemporary Issues in Community Development	3
	• Fundraising & Proposal Writing	3
	• Participatory Planning & Evaluation	3
	• Building Teams – Group Dynamic	3
	• Healthy Communities	3
	• Event Planning & Media Relations	3
	• Practicum 2	3
	Year 2	
	Term 3	
	• Contemporary Aboriginal Studies	3
	• Community Economic Development	3
	• New Business Development	3
	• Economics	3
• Managing Human Resources	3	
• Social Marketing	3	
• Practicum 3	3	
• Research Methods	3	
Term 4		
• Marketing Your Skills	1	
• Special Topics in CD/CED	3	
• Board Development	3	
• Organizational Development	3	
• Political & Historical Context	3	
• Environmental Health Issues	3	
• Negotiation – Theory and Practice	3	
All of above are mandatory. There are no electives		

Assiniboine Community College	Year 1	Credits
	• Aboriginal Studies 1	3
	• Business Communications	6
	• Canadian Governments	3
	• College and Career Success	6
	• Community Development	6
	• Computer Skills	3
	• Contemporary Issues	3
	• Counselling and Interviewing	3
	• Cross-Cultural Awareness	3
	• Environmental Issues	3
	• Financial Accounting	3
	• Interpersonal Communications 1	6
	• Interpersonal Comm. 2	3
	• Negotiation Theory & Practice	3
	• Organizational Behaviour 1	3
	• Practicum 1 – ABCD	8
	• Presentation Skills & Graphics	3
	• Proposal Writing and Research	3
	• Recreation, Housing and CD	3
	Year 2 – Economic Option	
	• Arts and Tourism	3
	• Board Development	3
	• Business Development	3
	• Community Economic Development	3
	• Conflict Resolution	3
	• Economics	6
	• Event Planning	3
	• Financial Management	3
	• Human Resource Functions	3
	• Industrial Ecology	3
	• Leadership Skills	3
	• Marketing	3
	• Measuring Success	3
	• Organizational Behaviour 2	3
	• Practicum 2-ABCD	8
	• Project Planning	3
	• Self-Government	6
	• Volunteers and Fundraising	3
	Year 2 – Social Option	
	• Aboriginal Religions	3
	• Board Development	3
	• Conflict Resolution	3
	• Counselling	6
	• Event Planning	3
	• Family Systems	3

Assiniboine Community College (cont'd)	<ul style="list-style-type: none"> • Human Resource Functions 3 • Justice System 3 • Leadership Skills 3 • Measuring Success 3 • Organizational Behaviour 2 3 • Practicum 2 – ABCD 8 • Project Planning 3 • Self-Government 6 • Seminar in Addictions 3 • Sociology 3 • Violence Issues 3 • Volunteers and Fundraising 3 <p>All courses are mandatory</p>
Algoma University	<p>30 credits from:</p> <ul style="list-style-type: none"> • Intro to Community Economic & Social Development I 3 • Intro to Community Economic Social Development II 3 • Community Economic & Social Development: Research Methods 3 • Economics of Community Development I: Social Economy & CED 3 • Environment and Community Resilience 3 • Community Engagement and Strategic Planning 3 • Global/Local Relations: A Critical Approach to Community Development 3 • Directed Studies CESD Practicum 3 <p>plus 6 additional CESD credits from upper year:</p> <ul style="list-style-type: none"> • Community Economic & Social Development Project and Analysis 6 • CESD 4906 Community Economic and Social Development: Selected Topics I 3 • Community Economic and Social Development: Selected Topics II 3 <p>Staff find the Practicum placements</p> <p>All courses are mandatory</p>

Aurora College	<p>Courses</p> <ul style="list-style-type: none"> • Practicum • Personal Finance (elective) • Independent Studies (elective) • Automated Accounting (elective) • Public Policy Making • Public Finance • Logical, Regional, and Public Issues • Introduction to Community Based Economic Development • Co-op Work Placement I • Co-op Work Placement II • Introduction to Community Development • Development and Northern Communities • Community Development Planning Process • Land Claims and Self Government • Organizational Behaviour • Contract Law • Introduction to Managerial Accounting B (elective) • Macroeconomics • Basic Marketing • Principles of Management • Introduction to Computer Applications • Introduction to Managerial Accounting A • Mathematics of Finance • Mathematics of Business • Spreadsheets • Microeconomics • Introduction to Financial Accounting A • Statistics • Human Resources Management • Small Business Management • Business Communication
Centennial College	<p>Year 1</p> <p>Semester 1</p> <ul style="list-style-type: none"> • Theoretical Foundations in CD • Sustainable Community Development • Strategic Communication • College Communications 1 • Social Psychology <p>Semester 2</p> <ul style="list-style-type: none"> • Foundations of Community Based Research • Community Economic Development • Community Engagement and Participation • Placement Theory and Practice • College Communications 2 • Global Citizenship: From Social Analysis to Social Action

Centennial College (cont'd)	<p>Year 2</p> <p>Semester 3</p> <ul style="list-style-type: none"> • Community Development in Action • Global Perspectives in Community Development • Community Development Policy • Business Basics • Placement 1 – GTA • General Education Elective <p>Semester 4</p> <ul style="list-style-type: none"> • Placement 2 – International / Domestic • Placement Seminar 																																																		
Confederation College	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;">Credits</th> </tr> </thead> <tbody> <tr> <td colspan="2">First Semester</td> </tr> <tr> <td>• Persuasive Writing</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Microsoft Office 2007 Applications</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• History of Aboriginal-Canadian Relations (Also required in post-diploma program)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Aboriginal Identity & Relationship to the Land (Also required in post-diploma program)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Government Law and Aboriginal Peoples (Also required in post-diploma program)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Aboriginal Languages I</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2">Second Semester</td> </tr> <tr> <td>• Community Development Processes</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Aboriginal Law & Self-Government (Also required in post-diploma program)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Introduction to Advocacy (Also required in post-diploma program)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Applied & Legal Research and Writing</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Traditional Knowledge & Ethics (Also required in post-diploma program)</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Governance and Leadership</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• General Education Elective</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2">Third Semester</td> </tr> <tr> <td>• Aboriginal Women: Issues and Advocacy</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Aboriginal: Land & Environment</td> <td style="text-align: right;">4</td> </tr> <tr> <td>• Mediation & Negotiation in Aboriginal Communities</td> <td style="text-align: right;">4</td> </tr> <tr> <td>• Community Project</td> <td style="text-align: right;">6</td> </tr> <tr> <td>• General Education Elective</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2">Fourth Semester</td> </tr> <tr> <td>• Aboriginal Justice & Alternatives</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• International Human Rights and Indigenous Peoples</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>		Credits	First Semester		• Persuasive Writing	3	• Microsoft Office 2007 Applications	3	• History of Aboriginal-Canadian Relations (Also required in post-diploma program)	3	• Aboriginal Identity & Relationship to the Land (Also required in post-diploma program)	3	• Government Law and Aboriginal Peoples (Also required in post-diploma program)	3	• Aboriginal Languages I	3	Second Semester		• Community Development Processes	3	• Aboriginal Law & Self-Government (Also required in post-diploma program)	3	• Introduction to Advocacy (Also required in post-diploma program)	3	• Applied & Legal Research and Writing	3	• Traditional Knowledge & Ethics (Also required in post-diploma program)	3	• Governance and Leadership	3	• General Education Elective	3	Third Semester		• Aboriginal Women: Issues and Advocacy	3	• Aboriginal: Land & Environment	4	• Mediation & Negotiation in Aboriginal Communities	4	• Community Project	6	• General Education Elective	3	Fourth Semester		• Aboriginal Justice & Alternatives	3	• International Human Rights and Indigenous Peoples	3
	Credits																																																		
First Semester																																																			
• Persuasive Writing	3																																																		
• Microsoft Office 2007 Applications	3																																																		
• History of Aboriginal-Canadian Relations (Also required in post-diploma program)	3																																																		
• Aboriginal Identity & Relationship to the Land (Also required in post-diploma program)	3																																																		
• Government Law and Aboriginal Peoples (Also required in post-diploma program)	3																																																		
• Aboriginal Languages I	3																																																		
Second Semester																																																			
• Community Development Processes	3																																																		
• Aboriginal Law & Self-Government (Also required in post-diploma program)	3																																																		
• Introduction to Advocacy (Also required in post-diploma program)	3																																																		
• Applied & Legal Research and Writing	3																																																		
• Traditional Knowledge & Ethics (Also required in post-diploma program)	3																																																		
• Governance and Leadership	3																																																		
• General Education Elective	3																																																		
Third Semester																																																			
• Aboriginal Women: Issues and Advocacy	3																																																		
• Aboriginal: Land & Environment	4																																																		
• Mediation & Negotiation in Aboriginal Communities	4																																																		
• Community Project	6																																																		
• General Education Elective	3																																																		
Fourth Semester																																																			
• Aboriginal Justice & Alternatives	3																																																		
• International Human Rights and Indigenous Peoples	3																																																		

Confederation College (cont'd)	<ul style="list-style-type: none"> • Contemporary Issues and Social Justice 3 • Advanced Advocacy Seminar 3 (Also required in post-diploma program) • Advocating for Children and Youth 3 • Internship Placement (6 weeks) (Also required in post-diploma program) • The Post Diploma (1 year in addition to a diploma in Aboriginal Community Advocacy) courses are labeled – “Also required in post-diploma program” • In addition to the above, 3 electives (2 in the first term and 1 in the second term) must be taken for a total of 11 courses • Students apparently really like having the opportunity to gain a double diploma in 3 years • Courses are 3 hours per week x 15 weeks = 45 credit hours 																																																				
Nicola Valley Institute	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Year 1 (certificate)</th> <th style="text-align: right;">Credit Hours</th> </tr> </thead> <tbody> <tr><td>• Introduction To Community Economic Development</td><td style="text-align: right;">3</td></tr> <tr><td>• Introduction To Accounting For Continuing Education</td><td style="text-align: right;">3</td></tr> <tr><td>• Introduction To Marketing</td><td style="text-align: right;">3</td></tr> <tr><td>• Community Analysis</td><td style="text-align: right;">3</td></tr> <tr><td>• Negotiations and Contract Management</td><td style="text-align: right;">3</td></tr> <tr><td>• Introduction to Management</td><td style="text-align: right;">3</td></tr> <tr><td>• Community Development I</td><td style="text-align: right;">3</td></tr> <tr><td>• Introduction To Computing Systems</td><td style="text-align: right;">3</td></tr> <tr><td>• Finite Mathematics</td><td style="text-align: right;">3</td></tr> <tr><td>• College Composition</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"> </td></tr> <tr> <th style="text-align: left;">Year 2 (diploma)</th> <th></th> </tr> <tr><td>• Project Management</td><td style="text-align: right;">3</td></tr> <tr><td>• Planning in Aboriginal Communities</td><td style="text-align: right;">3</td></tr> <tr><td>• First Nations Law and Community Economic Development</td><td style="text-align: right;">3</td></tr> <tr><td>• Venture Development II</td><td style="text-align: right;">3</td></tr> <tr><td>• Contemporary First Nation Issues</td><td style="text-align: right;">3</td></tr> <tr><td>• Case Studies In Community Economic Development</td><td style="text-align: right;">3</td></tr> <tr><td>• Community Development II</td><td style="text-align: right;">3</td></tr> <tr><td>• Introduction To Statistics</td><td style="text-align: right;">3</td></tr> <tr><td>• Introduction to Finance</td><td style="text-align: right;">3</td></tr> <tr><td>• Human Resources Management</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"> </td></tr> <tr> <td colspan="2">All the above are mandatory courses</td> </tr> <tr> <td colspan="2">One course = 45 hours of instruction</td> </tr> </tbody> </table>	Year 1 (certificate)	Credit Hours	• Introduction To Community Economic Development	3	• Introduction To Accounting For Continuing Education	3	• Introduction To Marketing	3	• Community Analysis	3	• Negotiations and Contract Management	3	• Introduction to Management	3	• Community Development I	3	• Introduction To Computing Systems	3	• Finite Mathematics	3	• College Composition	3	 		Year 2 (diploma)		• Project Management	3	• Planning in Aboriginal Communities	3	• First Nations Law and Community Economic Development	3	• Venture Development II	3	• Contemporary First Nation Issues	3	• Case Studies In Community Economic Development	3	• Community Development II	3	• Introduction To Statistics	3	• Introduction to Finance	3	• Human Resources Management	3	 		All the above are mandatory courses		One course = 45 hours of instruction	
Year 1 (certificate)	Credit Hours																																																				
• Introduction To Community Economic Development	3																																																				
• Introduction To Accounting For Continuing Education	3																																																				
• Introduction To Marketing	3																																																				
• Community Analysis	3																																																				
• Negotiations and Contract Management	3																																																				
• Introduction to Management	3																																																				
• Community Development I	3																																																				
• Introduction To Computing Systems	3																																																				
• Finite Mathematics	3																																																				
• College Composition	3																																																				
Year 2 (diploma)																																																					
• Project Management	3																																																				
• Planning in Aboriginal Communities	3																																																				
• First Nations Law and Community Economic Development	3																																																				
• Venture Development II	3																																																				
• Contemporary First Nation Issues	3																																																				
• Case Studies In Community Economic Development	3																																																				
• Community Development II	3																																																				
• Introduction To Statistics	3																																																				
• Introduction to Finance	3																																																				
• Human Resources Management	3																																																				
All the above are mandatory courses																																																					
One course = 45 hours of instruction																																																					

<p>Northern College (Suspended as of 2011-12)</p>	<p>Courses Semester 1</p> <ul style="list-style-type: none"> • Accounting I • Communications I (CM1903-A) • College Success • Computer Applications I • Introduction to Marketing I • Community Economic Development I • Interpersonal and Group Dynamics <p>Semester 2</p> <ul style="list-style-type: none"> • Accounting II • Communications II (CM2903-A) • Computer Applications II • Introduction to Marketing II • Community Social Economic Development I • Aboriginal Social and Economic Development I • Conflict Management and Dispute Resolution <p>Semester 3</p> <ul style="list-style-type: none"> • Introduction to Business Management and Organizational Behaviour • Macroeconomics • Entrepreneurial Skills • Law and Ethics • CESD Topics – Leadership • Community Economic Development II • First Nations Social and Economic Development II <p>Semester 4</p> <ul style="list-style-type: none"> • Management Accounting I • Financial Management I • Management of Non-Profit Organizations • Market Research • Government Funding and Community Resources • Community Social Development II • CESD Topics – Social Entrepreneurship <p>All courses were mandatory</p>																								
<p>Sheridan College</p>	<table border="0"> <thead> <tr> <th data-bbox="493 1457 1252 1486">Courses</th> <th data-bbox="1252 1457 1401 1486">Credits</th> </tr> </thead> <tbody> <tr> <td colspan="2">Term 1</td> </tr> <tr> <td>• Health Promotion and the Lifecycle</td> <td>3</td> </tr> <tr> <td>• Volunteer Management</td> <td>3</td> </tr> <tr> <td>• Essential Communication Skills</td> <td>3</td> </tr> <tr> <td>• Psychology Core Concepts</td> <td>3</td> </tr> <tr> <td>• Human Rights and Civic Engagement</td> <td>3</td> </tr> <tr> <td>• Intro. to Community Work</td> <td>3</td> </tr> <tr> <td colspan="2">Term 2</td> </tr> <tr> <td>• Advocacy: Power and the Community</td> <td>3</td> </tr> <tr> <td>• International Community Development</td> <td>3</td> </tr> <tr> <td>• Foundations of Counseling</td> <td>3</td> </tr> </tbody> </table>	Courses	Credits	Term 1		• Health Promotion and the Lifecycle	3	• Volunteer Management	3	• Essential Communication Skills	3	• Psychology Core Concepts	3	• Human Rights and Civic Engagement	3	• Intro. to Community Work	3	Term 2		• Advocacy: Power and the Community	3	• International Community Development	3	• Foundations of Counseling	3
Courses	Credits																								
Term 1																									
• Health Promotion and the Lifecycle	3																								
• Volunteer Management	3																								
• Essential Communication Skills	3																								
• Psychology Core Concepts	3																								
• Human Rights and Civic Engagement	3																								
• Intro. to Community Work	3																								
Term 2																									
• Advocacy: Power and the Community	3																								
• International Community Development	3																								
• Foundations of Counseling	3																								

<p>Sheridan (cont'd)</p>	<ul style="list-style-type: none"> • Group Facilitation 3 • Community Based Research 3 • General Education Elective 3 Term 3 • Mediation and Conflict Resolution 3 • Non-Profit Marketing and Comm. Outreach 3 • Fundraising and Grant Writing 3 • Non-profit Management 3 • Practicum Seminar 1 2 • Practicum 1 8 Term 4 • Advanced Issues in Community Development 3 • Program Planning and Evaluation 3 • Practicum Seminar 2: Community Outreach 3 • Practicum 2: Community Outreach 9 • General Education Elective 3 <p>In Term 2 and in Term 4 a General Education Elective is offered (2 in total). This meets mandatory Provincial legislation</p>																																																						
<p>University College of the North</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Courses</th> <th style="text-align: right;">Credit</th> </tr> </thead> <tbody> <tr> <td colspan="2">Hours</td> </tr> <tr> <td>• Tradition and Change: An Aboriginal Perspective</td> <td style="text-align: right;">1</td> </tr> <tr> <td>• Economics and Aboriginal Self-Government 1</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Aboriginal Law</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Communications</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Essentials of Business Communication</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Interpersonal Communications</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Introductory Financial Accounting 1</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Microeconomics</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Macroeconomics</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Marketing</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Survival Skills for Business</td> <td style="text-align: right;">2</td> </tr> <tr> <td>• Organizational Behaviour</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Community Research</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Community Development</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Organizing for Community Development</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Recreation, Housing & Community Development</td> <td style="text-align: right;">2</td> </tr> <tr> <td>• Contemporary Issues in Community Development</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Computer Applications 1</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Practicum 1</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Management Accounting</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Entrepreneurial Development</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Human Resource Management</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Management</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Practicum 2</td> <td style="text-align: right;">3</td> </tr> <tr> <td>• Financial Mathematics</td> <td style="text-align: right;">3</td> </tr> </tbody> </table> <p>All of the courses are mandatory</p>	Courses	Credit	Hours		• Tradition and Change: An Aboriginal Perspective	1	• Economics and Aboriginal Self-Government 1	3	• Aboriginal Law	3	• Communications	3	• Essentials of Business Communication	3	• Interpersonal Communications	3	• Introductory Financial Accounting 1	3	• Microeconomics	3	• Macroeconomics	3	• Marketing	3	• Survival Skills for Business	2	• Organizational Behaviour	3	• Community Research	3	• Community Development	3	• Organizing for Community Development	3	• Recreation, Housing & Community Development	2	• Contemporary Issues in Community Development	3	• Computer Applications 1	3	• Practicum 1	3	• Management Accounting	3	• Entrepreneurial Development	3	• Human Resource Management	3	• Management	3	• Practicum 2	3	• Financial Mathematics	3
Courses	Credit																																																						
Hours																																																							
• Tradition and Change: An Aboriginal Perspective	1																																																						
• Economics and Aboriginal Self-Government 1	3																																																						
• Aboriginal Law	3																																																						
• Communications	3																																																						
• Essentials of Business Communication	3																																																						
• Interpersonal Communications	3																																																						
• Introductory Financial Accounting 1	3																																																						
• Microeconomics	3																																																						
• Macroeconomics	3																																																						
• Marketing	3																																																						
• Survival Skills for Business	2																																																						
• Organizational Behaviour	3																																																						
• Community Research	3																																																						
• Community Development	3																																																						
• Organizing for Community Development	3																																																						
• Recreation, Housing & Community Development	2																																																						
• Contemporary Issues in Community Development	3																																																						
• Computer Applications 1	3																																																						
• Practicum 1	3																																																						
• Management Accounting	3																																																						
• Entrepreneurial Development	3																																																						
• Human Resource Management	3																																																						
• Management	3																																																						
• Practicum 2	3																																																						
• Financial Mathematics	3																																																						

Student Assessment	
College Scanned	Content theory assessment, Skills assessment (e.g. Labs), Assessment practices for any experiential components (practicum, clinical, work experience, Co-op education)
Red River College	<ul style="list-style-type: none"> • Assessment varies per instructor. There is no consultation between instructors about how this is done • There is an emphasis on doing 'real' work for 'real' organizations wherever possible • Practicums are assessed as follows: <ul style="list-style-type: none"> ▪ Students complete a learning plan ▪ Students journal then write a summary paper of what they learned and how ▪ Students must attend Practicum Seminar ▪ The instructor meets on site with the student and their supervisor ▪ The practicum supervisor completes a 5 page evaluation of the student
Assiniboine Community College	<ul style="list-style-type: none"> • The range of assessment tools is comprehensive • Assiniboine College is adopting a problem based learning model which focuses on group work, emotional intelligence, and is based on real life. This is a slow process of adaptation and not all courses have been converted yet • Students hate this model in the first month but appear to do well by the end of the term • Practicum assessment: <ul style="list-style-type: none"> ▪ Students must keep a daily journal and relate what they are learning in the field to what was studied in the classroom ▪ There is also an evaluation from the host agency ▪ The practicum supervisor makes two site visits
Algoma University	<ul style="list-style-type: none"> • Assessment depends on the faculty, although they are aiming for consistency, particularly since more courses are being offered off-site • Students who have related work experience can challenge the 2nd work placement in the degree program, but no one is exempt from the 150 hour practicum • Where feasible, they do applied assessments. For example, in the research course the students have to develop a full research proposal related to a field or a question for which they have significant passion
Aurora College	<ul style="list-style-type: none"> • Courses are evaluated according to learning outcomes. They cover a wide range of appraisal methods: <ul style="list-style-type: none"> ▪ Exams (written) ▪ Exams (practical) ▪ Presentations ▪ Assignments • Attempts are made to give students real life experiences and since there are no practicums, a problem may be posed (real life) and

Aurora College (cont'd)	<p>the students asked to create something that resolves it</p> <ul style="list-style-type: none"> • Students are being prepared to be able to move straight into the 3rd year of a university program
Centennial College	<ul style="list-style-type: none"> • A mix of assessment methods will be used • The courses are still being developed. No learning outcomes or descriptions are available yet • The practicums will have a pass/fail grade. Assessment methods not yet determined. Students will not be placed until 2nd year
Confederation College	<ul style="list-style-type: none"> • A variety of assessment tools are used: tests, assignments, projects etc. • The practicums are assessed by: <ul style="list-style-type: none"> ▪ Assignments completed in students' practicum binders (i.e. goal setting and reporting back) ▪ Submitted copies of all work done by students at their practicum agencies ▪ Attendance at and participation in weekly practicum seminars
Nicola Valley Institute	<ul style="list-style-type: none"> • Instructors match the assessment methods to the student type (if classroom or online, probably more exams and assignments) • In community there would probably be more projects • There are no practicums to be assessed
Northern College (Suspended as of 2011-12)	<ul style="list-style-type: none"> • Assessments were based on the learning outcomes and were varied including some practical applications from local industry/agencies
Sheridan College	<ul style="list-style-type: none"> • Assessments can be viewed for each course on line, under course outlines • Practicums are a pass/fail and have four things that must be completed: <ul style="list-style-type: none"> ▪ A certain number of hours ▪ The employers evaluation with good results ▪ Reports required by practicum partner ▪ Seminar assignments
University College of the North	<ul style="list-style-type: none"> • The majority of time students are evaluated through exams. About 20% is group work assignments • The current instructor has not yet had a practicum so there are no criteria finalized for evaluation

Current and Coming Challenges	
College Scanned	Content, Delivery of program, Changes to Industry requirements
Red River College	<ul style="list-style-type: none"> • More work needs to be done to make this program as applied as possible, with small projects that students could undertake on behalf of our partners with them participating in the assessment • C. D. is very hands-on and built on trust relationships, paralleling what happens in the field. Distance and online delivery models are becoming normal across the country and the pressure may come to do the same, but we would have to carefully decide which courses could be done this way • The field of CD / CED is still not well known under these labels. With time, between the College and the graduates, the benefits will become better known, but it is still a challenge to recruit students because the 'title' is relatively unknown • Recruiting faculty of Aboriginal descent for programs with a high percentage of Aboriginal students and CANDO accreditation • Program needs to be relocated to the downtown campus to better facilitate program partnerships leading to student experiential learning and networking with community organizations
Assiniboine Community College	<ul style="list-style-type: none"> • Assiniboine College is dedicated to Distance Learning. This is to make it possible for them to package and sell their learning product to other Colleges (for example North Battleford in the U.S.). Besides the online resources, text etc. each course will have a student guidebook • Ongoing challenges with funding from First Nations. It frequently comes late which challenges students trying to get an efficient start • The demand for higher education is increasing from First Nations resulting in more sponsorship
Algoma University	<ul style="list-style-type: none"> • Need more faculty. It is hard to find people with the right combination of skills who have at least a Master's Degrees and have been working in the field • Need more students in order to get resources and to be considered an important part of the institution • There is a new Social Welfare program which has a strong C.D. focus and this is attracting students into the Community Economic and Social Development program. Some business students are also being attracted into the program • Would like to see their core course a mandatory requirement in Social and Business programs. This way people would become more familiar with Community Development and Community Economic Development
Aurora College	<ul style="list-style-type: none"> • Most students intend to go back to their First Nations communities upon graduation • Money is getting tighter in North West Territories and grants won't be so easy to come by. The challenge is preparing students for this new reality • There are many, many land claims and a resulting need for self-governments. What does this mean for communities and how will the transitions happen?

Centennial College	<ul style="list-style-type: none"> • The biggest challenge will be having mostly young people taking Community Development when the field demands a certain level of maturity to have been developed • Another expected challenge is related to the above. Why are they taking that program? If they are coming because the Social Services Worker program is full, will it be a good fit? • Over time, they hope to attract mature students, perhaps already working in the field, but for the first intake they expect mostly young people
Confederation College	<ul style="list-style-type: none"> • Students arrive with such a wide range of skill levels depending on the resources of their community and school • Many students require lots of support • Techno-savvy students often don't have critical filter / analysis skills. The school needs to teach them these skills • Putting some courses on line is a new demand; but is challenging for programs that teach Community Development where inter-personal relations and community building is such a core value
Nicola Valley Institute	<ul style="list-style-type: none"> • Reaching community via online • Finding ways of making this program successful on campus. A possible solution might be to offer spring / summer institutes • Does the content match community needs? For example: governance and lands management are two critical issues in First Nations communities. Are they being properly addressed?
Northern College (Suspended as of 2011-12)	<ul style="list-style-type: none"> • Enrollment was consistently low • Students wanted to see a job they were working towards and these were not necessarily in existence but would need to be developed in northern communities • The delivery model in this northern Ontario campus is largely distance education. The Ontario government provides a service called Contact North which provides students and colleges with live video and audio feeds
Sheridan College	<ul style="list-style-type: none"> • Their biggest challenge is the small size of the program. As Sheridan College is moving towards becoming a University in probably 5 years, level of program demand may be an issue in allocating space and resources • There is no professional affiliation for community workers or community development workers, whereas the Social Service Worker program is affiliated with the Social Work field • Education inflation means that employees require a degree in order to get hired. This makes the job market for diploma graduates tougher • This program educates participants to be advocates for change which not all employers want

University College of the North	<ul style="list-style-type: none"> • The program has gone through several instructors and one major transition. The initial offering was full-time day classes and by the end of the 2nd year only about 3 students remained. After a break a new compressed teaching method was initiated • The compressed curriculum is a strain on students if they have to miss classes. If they are absent, they miss 40 hours of instruction – 1/3 of two different courses. It is impossible to make up • The program has only one intake and it takes 4 ½ years to graduate, so the attrition is significant. They started with 25 students and at the end of the 3rd year they are down to 8 • There is no Dean and 3 people coordinate the program together. • The program is INAC (Indian and Northern Affairs Canada) sponsored and they only fund one year at a time. It is difficult to plan ahead or to budget for upcoming activities like conferences
Curriculum Renewal	
College Scanned	Process, Frequency
Red River College	<ul style="list-style-type: none"> • Programs can be nominated, by the Chair, for review every 5 years
Assiniboine Community College	<ul style="list-style-type: none"> • Just completed last year • The program renewal is every five years
Algoma University	<ul style="list-style-type: none"> • The CESD faculty initiated a review a couple of years ago and recognized gaps which they corrected • There is a mandated program review every 7 years with specific guidelines that requires an external reviewer working with the inside community • The program is undergoing the formal review process right now and they are getting glowing reviews for the fine tuning that they did
Aurora College	<ul style="list-style-type: none"> • Aurora College is in the process of re-organizing the entire college. Everything they do will be examined and a large reconstruction is expected • The last formal program review was five years ago • The Business Administration program is doing an internal review this year
Centennial College	<ul style="list-style-type: none"> • All programs are reviewed every five years
Confederation College	<ul style="list-style-type: none"> • The last formal program review was completed last year and this newly named and developed program is just being run for the first time this year (commenced Sept 2011) • The frequency of program reviews is currently under review. It used to be every 3 years, but they are considering every 5
Nicola Valley Institute	<ul style="list-style-type: none"> • Usually every five years. But the methods vary and are often more informal like the one they are doing now.

Northern College (Suspended as of 2011-12)	<ul style="list-style-type: none"> • Unknown (manager could answer). Northern College follows Ontario Government guidelines • The program ran for less than 10 years before it was cancelled
Sheridan College	<ul style="list-style-type: none"> • They just finished a program review according to provincially mandated requirement that this be done every 5 years. The report is about 500 pages • They only compared themselves to other Ontario Colleges, one being George Brown and the other a northern college
University College of the North	<ul style="list-style-type: none"> • Low enrollment will spark a program review • College practice is to review every 5 years or so
Partnerships	
College Scanned	High School, Post-secondary, Business & Industry, Government, Union, International
Red River College	<p>Articulation</p> <ul style="list-style-type: none"> • The University of Winnipeg will grant a total of 30 credit hours in a block transfer to students who have completed the 2 year Diploma program in CD/CED • For students who have completed 1 year in the program and have received their Certificate in CD/CED, the University of Winnipeg will transfer 9 credit hours in a block <p>Community Partnerships</p> <ul style="list-style-type: none"> • The program has an excellent relationship with the 50+ organizations where students are placed on practicum. Also work frequently and well (including off-site committee work) with some strategic networking organizations such as: <ul style="list-style-type: none"> ▪ CEDNET ▪ Food Matters Manitoba ▪ Winnipeg Social Planning Council ▪ United Way <p>Accreditation</p> <ul style="list-style-type: none"> • Not yet <p>Certification</p> <ul style="list-style-type: none"> • None
Assiniboine Community College	<p>Articulation</p> <ul style="list-style-type: none"> • Several high schools have agreements with ACC. In these instances, high school students may receive advanced standing at ACC • There is an articulation agreement with Brandon University for the Indigenous Health & Human Services Degree. Graduates get 18-24 credits towards this degree

<p>Assiniboine Community College (cont'd)</p>	<p>Community Partnerships</p> <ul style="list-style-type: none"> • Not stated <p>Accreditation</p> <ul style="list-style-type: none"> • Program is CANDO (Council for Advancement of Native Development Officers) accredited • CANDO accreditation is worth it because it is a recruiting tool <ul style="list-style-type: none"> ▪ Students can better perceive their potential for future employment ▪ It is portable across the country and with bands other than student's own • The CANDO conference is good and further connects graduates and improves their networking <p>Certification</p> <ul style="list-style-type: none"> • Graduates are eligible to apply to CANDO for certification.
<p>Algoma University</p>	<p>Articulation</p> <ul style="list-style-type: none"> • Not stated <p>Community Partnerships</p> <ul style="list-style-type: none"> • Students have been placed at organizations, such as: • Habitat for Humanity • North Shore Tribal Council • Children's Aid Society • Chiefs of Ontario • Sault Ste. Marie Economic Development Corporation • NORDIK Institute • Algoma District Board of Education • Batchewana First Nation – Economic Development • Garden River First Nation – Economic Development • United Way • Ermatinger Clergue National Historic Site • Ontario Trillium Foundation • New to the Sault • Sault Ste. Marie Indian Friendship Center • A Community Advisory Committee • Native Welfare Administration (where Algoma U. CESD offers intensive one week courses for staff) <ul style="list-style-type: none"> • The CESD program is also affiliated with NORDIK Institute, a community-based research institute affiliated with Algoma University <p>Accreditation</p> <ul style="list-style-type: none"> • The CESD program is accredited by both CANDO and the Economic Developers Association of Canada (EDAC) • The CANDO accreditation does attract a few students of Aboriginal descent each year. It is more important though in getting contracts outside of the College; specifically to deliver the program on site in First Nations communities in the Atlantic Provinces

<p>Algoma University (cont'd)</p>	<ul style="list-style-type: none"> • The CANDO accreditation has also helped the program to connect with Aboriginal Economic Development Officers and other trainers. Knowing others are doing the same work is beneficial • The CESD program is regularly in conflict with CANDO over what qualifies as a credit. For example, Algoma U delivers courses that encompass 2 CANDO competencies. CANDO only wants to give the students one credit for this course when 2 are justified. Now when Algoma U delivers CANDO accredited courses off-site, they use a Special Topics course to address this <p>Certification</p> <ul style="list-style-type: none"> • Graduates are eligible to apply to CANDO and EDAC for certification
<p>Aurora College</p>	<p>Articulation</p> <ul style="list-style-type: none"> • There are articulation agreements with 3 Universities <ul style="list-style-type: none"> ▪ Lethbridge ▪ Athabasca ▪ Saskatchewan <p>Community Partnerships</p> <ul style="list-style-type: none"> • The program works closely with different government departments and the field. In Inuvik and other teaching centers, many of the instructors come from the field, building a strong connection to the community. Instructors get to know the students and are able to recognize their skills and then hire them <p>Accreditation</p> <ul style="list-style-type: none"> • Program is CANDO (Council for Advancement of Native Development Officers) accredited • The diploma is granted by Aurora College <p>Certification</p> <ul style="list-style-type: none"> • A certificate and registration with official designation comes from CANDO • Some employers look for this certification because of the northern and largely First Nations environment where they are located • Earning one professional certification encourages students to pursue others such as a C.A
<p>Centennial College</p>	<p>Articulation</p> <ul style="list-style-type: none"> • Partnerships are important to the College, particularly articulation agreements with universities. This will be actively pursued over the next two years <p>Community Partnerships</p> <ul style="list-style-type: none"> • Not stated <p>Accreditation</p> <ul style="list-style-type: none"> • No <p>Certification</p> <ul style="list-style-type: none"> • None

<p>Confederation College</p>	<p>Internal Articulation</p> <ul style="list-style-type: none"> • Graduates of the Aboriginal Community Advocacy Program with a GPA of 2.5 are eligible to apply for the accelerated diplomas (one additional year of study) in: <ul style="list-style-type: none"> ▪ Native Child and Family Program ▪ Police Foundations ▪ Developmental Services Worker and ▪ Social Services Worker <p>External Articulation</p> <ul style="list-style-type: none"> • Graduates from this program are eligible to access articulation agreements with: <ul style="list-style-type: none"> ▪ Lakehead University ▪ Laurentian University ▪ University College of the North ▪ University of Ontario ▪ Institute of Technology George Brown College <p>Community Partnerships</p> <ul style="list-style-type: none"> • Ontario Provincial Police • Nishnawbe Aski Nation • Dilico Ojibway Child and Family Services • Ontario Parks • Confederation College • Legal Aid Ontario • Aboriginal Legal Services of Toronto • Assembly of First Nations • Six Nations Council • Thunder Bay Shelter House • Pikangikum First Nation • Thunder Bay Indian Friendship Centre • Connotec Inc. • Neskantaga First Nation • Weechi-It-Te-Win Family Services Inc. • Province of Manitoba • Native Child and Family Services of Toronto • Ontario Superior Court of Justice • Anishinaabe Abinoojii Family Services • Chippewas of RAMA First Nation • Dennis Franklin Cromarty High School • Negahneewin College of Academic and Community Development <p>Accreditation</p> <ul style="list-style-type: none"> • None • CANDO accreditation was considered. This may be re-visited in the future <p>Certification</p> <ul style="list-style-type: none"> • None
------------------------------	---

<p>Nicola Valley Institute</p>	<p>Articulation</p> <ul style="list-style-type: none"> • The Diploma ladders into a Bachelor of General Studies Degree from Simon Fraser University. Students have the opportunity to take this Degree in affiliation with SFU on the NVIT Campus • ACED courses are transferable to various universities either course by course or by block through 3rd year business management at University of Lethbridge • An Integrated Studies Program, undergraduate degree is being delivered in affiliation with the Simon Fraser University. To receive this degree the learner must successfully complete all courses required in the Aboriginal Community Economic Development diploma level as well as 3rd and 4th year courses presently offered by Simon Fraser University • Building strategic partnerships is a goal of the college and the Dean. More articulation agreements are coming <p>Community Partnerships</p> <ul style="list-style-type: none"> • The College is well linked to all Aboriginal organizations; but especially well with CANDO <p>Accreditation</p> <ul style="list-style-type: none"> • Program is CANDO (Council for the Advancement of Native Development Officers) accredited • CANDO is not as big a demand as one would assume. Often First Nations are dismayed to find students are required to attend 45 hours of classes to get just one credit • Wonder if CANDO needs to be marketed differently <p>Certification</p> <ul style="list-style-type: none"> • Program is CANDO (Council for the Advancement of Native Development Officers) accredited • Has not made any difference so far, but say that perhaps they could promote it more
<p>Northern College (Suspended as of 2011-12)</p>	<p>Articulation</p> <ul style="list-style-type: none"> • There was an articulation agreement (a good one) with Algoma University <p>Community Partnerships</p> <ul style="list-style-type: none"> • Many of the part-time faculty would have links to industry, government and non-profit agencies and this could lead to projects being done with a practical application <p>Accreditation</p> <ul style="list-style-type: none"> • CANDO accreditation was considered but staff did not have enough time to pursue. It was something the community would probably have supported and encouraged <p>Certification</p> <ul style="list-style-type: none"> • None

<p>Sheridan College</p>	<p>Articulation</p> <ul style="list-style-type: none"> • The Community Worker-Outreach and Development diploma program has an articulation agreement with Athabasca University. Credits granted count toward the Bachelor of Professional Arts in the Human Service Major program <p>Community Partnerships</p> <ul style="list-style-type: none"> • Individual professors do some projects with community partners, integrating course work with something a community agency requires. For example, this term in one course, students did research on homelessness for Peel Region. These opportunities are pursued as appropriate <p>Accreditation</p> <ul style="list-style-type: none"> • None • Program is not CANDO accredited as it does not have a CED component, nor does it specifically target Aboriginal students, although Aboriginal issues are certainly included in course work <p>Certification</p> <ul style="list-style-type: none"> • None
<p>University College of the North</p>	<p>Articulation</p> <ul style="list-style-type: none"> • Not stated <p>Community Partnerships</p> <ul style="list-style-type: none"> • None existing, except with INAC (Indian and Northern Affairs Canada) <p>Accreditation</p> <ul style="list-style-type: none"> • Program is CANDO (Council for the Advancement of Native Development Officers) accredited • Has not made any difference so far, but say that perhaps they could promote it more <p>Certification</p> <ul style="list-style-type: none"> • Graduates are eligible to apply to CANDO for certification.

College Scanned	Comments
Red River College	None
Assiniboine Community College	None
Algoma University	Their courses and their materials bear closer examination if that is possible
Aurora College	None
Centennial College	<ul style="list-style-type: none"> • When the Department undertook a recent program review, they recognized that there was a knowledge gap in Canadian Colleges, and in particular Ontario Colleges. They were preparing students for very particular specialties but there was a demand for a broader skill set • Originally this program was intended to be a post-graduate diploma catering to mature students, but in the end is being developed as a regular diploma
Confederation College	None
Nicola Valley Institute	The highest needs within First Nations communities is for training in community development, and band management
Northern College (Suspended as of 2011-12)	None
Sheridan College	None
University College of the North	The program is running, but there are no new intakes until this current group graduates. There is one instructor for the bulk of the courses

A2: Chart of Course Comparisons – Community Development / Community Economic Development

RED RIVER COLLEGE	ASSINIBOINE COMMUNITY COLLEGE (E-Economic stream / S-Social stream)	ALGOMA UNIVERSITY (Certificate)	AURORA COLLEGE	CENTENNIAL COLLEGE
<ul style="list-style-type: none"> • Community Development 3 • Contemporary Issues in Community Development 3 • Special Topics in CD/CED 3 • Community Economic Development 3 	<ul style="list-style-type: none"> • Community Development 6 • Recreation, Housing and CD 3 • Contemporary Issues 3 • E-Community Economic Development 3 	<ul style="list-style-type: none"> • Intro to Community Economic & Social Development I 3 • Intro to Community Economic Social Development II 3 • Global/Local Relations: A Critical Approach to Community Development 3 • Community Economic and Social Development: Selected Topics I (Elective) 3 • Community Economic and Social Development: Selected Topics II (Elective) 3 	<ul style="list-style-type: none"> • Introduction to Community Development • Logical, Regional, and Public Issues • Introduction to Community Based Economic Development 	<ul style="list-style-type: none"> • Theoretical Foundations in CD • Sustainable Community Development • Community Engagement and Participation • Community Development in Action • Global Perspectives in Community Development • Global Citizenship: From Social Analysis to Social Action • Community Economic Development
<ul style="list-style-type: none"> • Working Across Differences 3 • Political & Historical Context 3 • History of Aboriginal People 3 • Contemporary Aboriginal Studies 3 	<ul style="list-style-type: none"> • Aboriginal Studies 1 3 • Cross-Cultural Awareness 3 • S-Aboriginal Religions 3 • Canadian Governments 3 • E/S-Self Government 6 		<ul style="list-style-type: none"> • Development and Northern Communities • Land Claims and Self Government 	
<ul style="list-style-type: none"> • Economics 3 • Environmental Health Issues 3 	<ul style="list-style-type: none"> • E-Economics 6 • Environmental Issues 3 	<ul style="list-style-type: none"> • Economics of Community Development I: Social Economy & CED 3 • Environment and Community Resilience 3 	<ul style="list-style-type: none"> • Macroeconomics • Microeconomics 	
<ul style="list-style-type: none"> • Facilitating Empowering Process 3 	<ul style="list-style-type: none"> • E/S-Leadership Skills 3 		<ul style="list-style-type: none"> • Public Policy Making 	<ul style="list-style-type: none"> • Community Development Policy

CONFEDERATION COLLEGE	NICOLA VALLEY INSTITUTE	NORTHERN COLLEGE	SHERIDAN COLLEGE	UNIVERSITY COLLEGE OF THE NORTH
<ul style="list-style-type: none"> • Community Development Processes 3 	<ul style="list-style-type: none"> • Community Development I 3 • Community Development II 3 • Community Analysis 3 • Introduction To Community Economic Development 3 • Case Studies In Community Economic Development 3 	<ul style="list-style-type: none"> • Community Economic Development I • Community Social Economic Development I • Aboriginal Social and Economic Development I • Community Economic Development II • First Nations Social and Economic Development II • Community Social Development II • CESD Topics – Social Entrepreneurship 	<ul style="list-style-type: none"> • Advanced Issues in Community Development 3 • International Community Development 3 • Intro. to Community Work 3 	<ul style="list-style-type: none"> • Community Development 3 • Contemporary Issues in Community Development 3 • Recreation, Housing & Community Development 2
<ul style="list-style-type: none"> • History of Aboriginal-Canadian Relations (Elective) 3 • Aboriginal Identity & Relationship to the Land (Elective) 3 • Traditional Knowledge & Ethics (Elective) 3 • Contemporary Issues and Social Justice 3 • Aboriginal Women: Issues and Advocacy 3 • Aboriginal Land & Environment 4 • Aboriginal Justice & Alternatives 3 • International Human Rights and Indigenous Peoples 3 	<ul style="list-style-type: none"> • Contemporary First Nation Issues 3 			<ul style="list-style-type: none"> • Tradition and Change: An Aboriginal Perspective 1
		<ul style="list-style-type: none"> • Macroeconomics 		<ul style="list-style-type: none"> • Microeconomics 3 • Macroeconomics 3 • Economics and Aboriginal Self-Government 1 3
<ul style="list-style-type: none"> • Introduction to Advocacy (Elective) 3 • Advanced Advocacy Seminar (Elective) 3 • Advocating for Children and Youth 3 		<ul style="list-style-type: none"> • CESD Topics - Leadership 	<ul style="list-style-type: none"> • Human Rights and Civic Engagement 3 • Advocacy: Power and the Community 3 • Group Facilitation 3 	

RED RIVER COLLEGE	ASSINIBOINE COMMUNITY COLLEGE (E-Economic stream / S-Social stream)	ALGOMA UNIVERSITY (Certificate)	AURORA COLLEGE	CENTENNIAL COLLEGE
<ul style="list-style-type: none"> • Participatory Planning & Evaluation 3 • Event Planning & Media Relations 3 	<ul style="list-style-type: none"> • E/S-Event Planning 3 • E/S-Measuring Success 3 • E/S-Project Planning 3 	<ul style="list-style-type: none"> • Community Engagement and Strategic Planning 3 • Community Economic & Social Development Project and Analysis (Elective) 6 	<ul style="list-style-type: none"> • Community Development Planning Process 	
<ul style="list-style-type: none"> • Research Methods 3 • Healthy Communities 3 		<ul style="list-style-type: none"> • Community Economic & Social Development: Research Methods 3 	<ul style="list-style-type: none"> • Statistics 	<ul style="list-style-type: none"> • Foundations of Community Based Research
<ul style="list-style-type: none"> • Business Communications 3 • Interpersonal Communications Skills 1 3 	<ul style="list-style-type: none"> • Business Communications 6 • Presentation Skills & Graphics 3 • Interpersonal Communications 1 6 • Interpersonal Comm. 2 3 • Marketing 3 		<ul style="list-style-type: none"> • Basic Marketing • Business Communication 	<ul style="list-style-type: none"> • Strategic Communication • College Communications 1 • College Communications 2
<ul style="list-style-type: none"> • Managing Human Resources 3 • Building Teams - Group Dynamic 3 • Conflict Resolution 3 	<ul style="list-style-type: none"> • E/S-Human Resource Functions 3 • Organizational Behaviour 1 3 • E/S-Organizational Behaviour 2 3 • E/S-Conflict Resolution 3 • E/S-Board Development 3 • 		<ul style="list-style-type: none"> • Organizational Behaviour • Human Resources Management 	
<ul style="list-style-type: none"> • New Business Development 3 • Fundraising & Proposal Writing 3 	<ul style="list-style-type: none"> • E -Business Development 3 • Proposal Writing and Research 3 • E/S-Volunteers and Fundraising 3 		<ul style="list-style-type: none"> • Introduction to Financial Accounting A • Small Business Management • Public Finance 	<ul style="list-style-type: none"> • Business Basics
<ul style="list-style-type: none"> • Negotiation - Theory and Practice 3 • Organizational Development 3 • Board Development 3 	<ul style="list-style-type: none"> • Negotiation Theory & Practice 3 • E-Financial Management 3 		<ul style="list-style-type: none"> • Principles of Management 	

CONFEDERATION COLLEGE	NICOLA VALLEY INSTITUTE	NORTHERN COLLEGE	SHERIDAN COLLEGE	UNIVERSITY COLLEGE OF THE NORTH
	<ul style="list-style-type: none"> • Planning in Aboriginal Communities 3 		<ul style="list-style-type: none"> • Program Planning and Evaluation 3 • Health Promotion and the Lifecycle 3 	<ul style="list-style-type: none"> • Organizing for Community Development 3
	<ul style="list-style-type: none"> • Introduction To Statistics 3 		<ul style="list-style-type: none"> • Community Based Research 3 	<ul style="list-style-type: none"> • Community Research 3
<ul style="list-style-type: none"> • Persuasive Writing 3 	<ul style="list-style-type: none"> • College Composition 3 • Introduction To Marketing 3 	<ul style="list-style-type: none"> • Communications I (CM1903-A) • Communications II (CM2903-A) • Introduction to Marketing I • Introduction to Marketing II 	<ul style="list-style-type: none"> • Essential Communication Skills 3 • Non-Profit Marketing and Community Outreach 3 	<ul style="list-style-type: none"> • Communications 3 • Essentials of Business Communication 3 • Interpersonal Communications 3 • Marketing 3
<ul style="list-style-type: none"> • Mediation & Negotiation in Aboriginal Communities 4 	<ul style="list-style-type: none"> • Human Resources Management 3 	<ul style="list-style-type: none"> • Conflict Management and Dispute Resolution • Interpersonal and Group Dynamics • Introduction to Business Management and Organizational Behaviour 	<ul style="list-style-type: none"> • Mediation and Conflict Resolution 3 • Volunteer Management 3 	<ul style="list-style-type: none"> • Human Resource Management 3 • Organizational Behaviour 3
	<ul style="list-style-type: none"> • Venture Development II 3 • Introduction to Finance 3 	<ul style="list-style-type: none"> • Government Funding and Community Resources • Entrepreneurial Skills • Market Research 	<ul style="list-style-type: none"> • Fundraising and Grant Writing 3 	<ul style="list-style-type: none"> • Entrepreneurial Development 3 • Survival Skills for Business 2
<ul style="list-style-type: none"> • Governance and Leadership 3 	<ul style="list-style-type: none"> • Project Management 3 • Negotiations and Contract Management 3 • Introduction to Management 3 	<ul style="list-style-type: none"> • Management of Non-Profit Organizations • Financial Management I 	<ul style="list-style-type: none"> • Non-profit Management 3 	<ul style="list-style-type: none"> • Management 3

RED RIVER COLLEGE	ASSINIBOINE COMMUNITY COLLEGE (E-Economic stream / S-Social stream)	ALGOMA UNIVERSITY (Certificate)	AURORA COLLEGE	CENTENNIAL COLLEGE
<ul style="list-style-type: none"> Budget & Financial Management 3 	<ul style="list-style-type: none"> Financial Accounting 3 		<ul style="list-style-type: none"> Automated Accounting (Elective) Introduction to Managerial Accounting B (Elective) Introduction to Managerial Accounting A Mathematics of Finance Mathematics of Business 	
<ul style="list-style-type: none"> Computers & Business Technology 2 Social Marketing 3 	<ul style="list-style-type: none"> Computer Skills 3 		<ul style="list-style-type: none"> Introduction to Computer Applications Spreadsheets 	
<ul style="list-style-type: none"> College & Career Success 1 Marketing Your Skills 1 	<ul style="list-style-type: none"> College and Career Success 6 		<ul style="list-style-type: none"> Personal Finance (Elective) 	
<ul style="list-style-type: none"> Practicum 1 3 Practicum 2 3 Practicum 3 3 Practicum 4 3 	<ul style="list-style-type: none"> Practicum 1 – ABCD 8 E/S-Practicum 2 – ABCD 8 	<ul style="list-style-type: none"> Directed Studies CESD Practicum 3 	<ul style="list-style-type: none"> Co-op Work Placement I Co-op Work Placement II Practicum 	<ul style="list-style-type: none"> Placement 1 - GTA Placement 2 - International/Domestic Placement Seminar Placement Theory and Practice
				<ul style="list-style-type: none"> General Education Elective

CONFEDERATION COLLEGE	NICOLA VALLEY INSTITUTE	NORTHERN COLLEGE	SHERIDAN COLLEGE	UNIVERSITY COLLEGE OF THE NORTH
	<ul style="list-style-type: none"> • Introduction To Accounting For Continuing Education 3 • Finite Mathematics 3 	<ul style="list-style-type: none"> • Accounting I • Accounting II • Management Accounting I 		<ul style="list-style-type: none"> • Introductory Financial Accounting 1 3 • Management Accounting 3 • Financial Mathematics 3
<ul style="list-style-type: none"> • Microsoft Office 2007 Applications 3 	<ul style="list-style-type: none"> • Introduction To Computing Systems 3 	<ul style="list-style-type: none"> • Computer Applications I • Computer Applications II 		<ul style="list-style-type: none"> • Computer Applications 1 3
		<ul style="list-style-type: none"> • College Success 		
<ul style="list-style-type: none"> • Internship Placement (6 weeks) (Elective) • Community Project 6 			<ul style="list-style-type: none"> • Practicum Seminar1 2 • Practicum 1 8 • Practicum Seminar 2: Community Outreach 3 • Practicum 2: Community Outreach 9 	<ul style="list-style-type: none"> • Practicum 1 3 • Practicum 2 3
<ul style="list-style-type: none"> • General Education Elective 3 • General Education Elective 3 			<ul style="list-style-type: none"> • General Education Elective 3 • General Education Elective 3 	

RED RIVER COLLEGE	ASSINIBOINE COMMUNITY COLLEGE (E-Economic stream / S-Social stream)	ALGOMA UNIVERSITY (Certificate)	AURORA COLLEGE	CENTENNIAL COLLEGE
<ul style="list-style-type: none"> • Sociology 3 	<ul style="list-style-type: none"> • S-Sociology 3 			
			<ul style="list-style-type: none"> • Contract Law 	
Miscellaneous	<ul style="list-style-type: none"> • Counselling and Interviewing 3 • S-Counselling 6 • S-Family Systems 3 • S-Justice System 3 • S-Seminar in Addictions 3 • S-Violence Issues 3 • E-Arts and Tourism 3 • E-Industrial Ecology 3 		<ul style="list-style-type: none"> • Independent Studies (Elective) 	<ul style="list-style-type: none"> • Social Psychology

CONFEDERATION COLLEGE	NICOLA VALLEY INSTITUTE	NORTHERN COLLEGE	SHERIDAN COLLEGE	UNIVERSITY COLLEGE OF THE NORTH
<ul style="list-style-type: none"> • Government Law and Aboriginal Peoples (Elective) 3 • Aboriginal Law & Self-Government (Elective) 3 • Applied & Legal Research and Writing 3 	<ul style="list-style-type: none"> • First Nations Law and Community Economic Development 3 	<ul style="list-style-type: none"> • Law and Ethics 		<ul style="list-style-type: none"> • Aboriginal Law 3
<ul style="list-style-type: none"> • Aboriginal Languages I 3 			<ul style="list-style-type: none"> • Psychology Core Concepts 3 • Foundations of Counseling 	

Appendix B – Industry Occupational Analysis (DACUM) Chart

Community Development / Community Economic Development

Facilitated by Robert Cordingley and Craig Edwards
Monday, June 25, 2012 and Tuesday, June 26, 2012

DACUM Skill Rating Scale

- 1 - Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
2 - Can perform this skill satisfactorily but requires periodic assistance and/or supervision.

- 3 - Can perform this skill competently without assistance or supervision.
4 - Can perform this skill competently with more than acceptable speed and/or quality and can teach the skill to others.

MANAGE HUMAN
RESOURCES
A

Build teams and morale A1	Manage conflict A2	Resolve conflict A3	Develop HR policies A4	Develop job descriptions A5	Follow HR policies A6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Follow workplace safety practices and procedures A7	Develop staff and volunteers A8	Evaluate performance A9	Recruit staff and volunteers A10	Work within a Board Governance system A11	Orient staff (volunteers) and board members A12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Motivate staff and volunteers A13					
1 2 3 4					

PLAN AND EVALUATE
B

Plan collaboratively B1	Participate in organizational reflection B2	Develop outcomes B3	Assess outcomes (program, social, relationship, organization) B4	Plan events B5	Develop community plans B6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Develop strategic plans B7	Develop work plans B8	Identify and coordinate with other initiatives B9	Use and adapt a variety of community engagement methods / tools B10	Use and adapt needs assessment methods / tools B11	Use and adapt evaluation methods / tools B12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Use and adapt participatory evaluation methods / tools B13	Use and adapt monitoring / record keeping methods / tools B14	Use and adapt reporting methods / tools appropriate to audience B15	Identify trends B16	Use research findings B17	Research promising practices B18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Locate complementary research (population health, healthy communities) B19					
1 2 3 4					

DEMONSTRATE
ADMINISTRATION
SKILLS
C

Identify resources within the community C1	Organize identified resources C2	Manage referrals and requests C3	Disseminate resource information C4	Manage committees (minutes, agenda, background) C5	Maintain statistics C6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Develop record keeping systems C7	Implement record keeping systems C8	Comply with internal policies and guidelines C9	Comply with regulatory guidelines (PIPEDA, PHIA, FIPPA, CRA) C10	Create schedules C11	Track budget C12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Follow financial policies C13	Prepare financial reports C14				
1 2 3 4	1 2 3 4				

**DEMONSTRATE
COMMUNICATION
SKILLS
D**

Communicate across cultures and sectors D1 1 2 3 4	Listen actively D2 1 2 3 4	Write clearly and precisely D3 1 2 3 4	Interpret non-verbal communication D4 1 2 3 4	Use plain language D5 1 2 3 4	Facilitate small and large groups D6 1 2 3 4
Demonstrate presentation skills D7 1 2 3 4	Use appropriate methods and tools for communication D8 1 2 3 4	Demonstrate confidence D9 1 2 3 4	Ask clarifying questions D10 1 2 3 4	Give and take feedback D11 1 2 3 4	Engage media D12 1 2 3 4
Develop marketing materials D13 1 2 3 4	Demonstrate public relations skills D14 1 2 3 4				

**APPLY COMMUNITY
DEVELOPMENT
PHILOSOPHIES
E**

Use a CD / CED lens E1 1 2 3 4	Create a collaborative environment E2 1 2 3 4	Create a participatory environment E3 1 2 3 4	Engage community E4 1 2 3 4	Work within anti-oppression framework E5 1 2 3 4	Demonstrate patience E6 1 2 3 4
Identify issues and opportunities E7 1 2 3 4	Maintain relationships with stakeholders E8 1 2 3 4	Maintain transparency E9 1 2 3 4	Build and maintain networks / social capital E10 1 2 3 4	Plan for sustainability E11 1 2 3 4	Work within the current policy environment E12 1 2 3 4
Interpret CD / CED theories and models in a variety of contexts E13 1 2 3 4	Practice social and economic justice E14 1 2 3 4	Apply concepts of equity E15 1 2 3 4	Reduce barriers to social inclusion and belonging E16 1 2 3 4	Recommend / shape public policy E17 1 2 3 4	

DEMONSTRATE
MANAGEMENT SKILLS
F

Manage programs F1	Develop organizational policies F2	Negotiate F3	Manage cash flow F4	Implement plans F5	Delegate tasks and responsibilities F6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Construct financial policies F7	Construct a budget F8	Manage financial resources F9	Plan meetings F10	Facilitate meetings F11	Allocate resources F12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Report within the organization F13	Work within a variety of community organizational structures F14	Apply various CD / CED theories and models in a variety of contexts F15			
1 2 3 4	1 2 3 4	1 2 3 4			

GENERATE REVENUE
(GRANTS, BUSINESS,
FUNDRAISING)
G

Identify funding sources G1	Write proposals G2	Develop a business plan G3	Solicit donations / gifts in kind G4	Maintain funder / donator relations G5	Report to funders G6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Negotiate financing G7	Maintain customer relations G8				
1 2 3 4	1 2 3 4				

DEMONSTRATE
PERSONAL
MANAGEMENT SKILLS
H

Use interpersonal skills H1 1 2 3 4	Work within a team H2 1 2 3 4	Work independently H3 1 2 3 4	Demonstrate a level of comfort in a variety of circumstances H4 1 2 3 4	Acknowledge and respect differences / diversity H5 1 2 3 4	Demonstrate self-awareness in a social / historical context H6 1 2 3 4
Demonstrate ability to self reflect H7 1 2 3 4	Demonstrate openness H8 1 2 3 4	Work in hierarchical and non-hierarchical environments H9 1 2 3 4	Take initiative H10 1 2 3 4	Think critically H11 1 2 3 4	Set priorities H12 1 2 3 4
Manage time (multi-task) H13 1 2 3 4	Adapt to change H14 1 2 3 4	Demonstrate self-care H15 1 2 3 4	Demonstrate flexibility H16 1 2 3 4	Solve problems H17 1 2 3 4	Demonstrate assertiveness H18 1 2 3 4
Respect confidentiality H19 1 2 3 4	Exercise due diligence H20 1 2 3 4	Coordinate own work with work of others H21 1 2 3 4	Demonstrate personal commitment / values H22 1 2 3 4	Demonstrate resourcefulness H23 1 2 3 4	Participate in professional development / life long learning H24 1 2 3 4
Keep current (trends, changes) H25 1 2 3 4	Participate in professional organizations H26 1 2 3 4	Maintain peer relationships H27 1 2 3 4			

USE TECHNOLOGY
I

Use a keyboard with accuracy I1	Use word processing software I2	Use spreadsheet software I3	Use presentation software I4	Use email software I5	Develop a website I6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Maintain website content I7	Use e-publishing software I8	Set up media equipment I9	Create and maintain a database I10	Create and maintain contact lists I11	Engage community using social networking I12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Adapt to new technology I13	Use office equipment I14	Apply troubleshooting skills I15	Maximize technology I16	Use organization specific software I17	Use image capture technology I18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

ACT AS A CATALYST
TO MOBILIZE
COMMUNITIES AND
BUILD CAPACITY
J

Share power J1	Foster relationships J2	Advocate for policy initiatives J3	Advocate with groups and individuals J4	Support other CD / CED organizations J5	Mentor others and be mentored J6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Develop strategic partnerships and alliances J7	Apply principles of adult education J8	Map assets J9	Develop leadership J10	Act on opportunities J11	
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

Appendix C – Graduate Skills and Abilities and Gap Analysis Chart

- **C1: Graduate Skills and Gap Analysis Chart**
- **C2: Key to CANDO Competencies Referenced in the Graduate Skills and Analysis Chart**
- **C3: Key to Community Development / Community Economic Development Courses Referenced in the Graduate Skills and Analysis Chart**

Community Development / Community Economic Development

C1: Graduate Skills and Gap Analysis Chart

Facilitated by Robert Cordingley

Monday, November 26, 2012 and Tuesday, December 4, 2012

DACUM Skill Rating Scale:

- 1 Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
- 2 Can perform this skill satisfactorily but requires periodic assistance and/or supervision.
- 3 Can perform this skill competently without assistance or supervision.
- 4 Can perform this skill competently, without assistance, with more than acceptable speed and/or quality and can teach the skill to others.

	General Area of Competency (GAC)		CANDO	CANDO skills referenced in red text and / or green shading
	Unshaded Box= Specific Skill within GAC			Skill or Competency added by Faculty or DACUM wording changed
	Skill Rating			Gap or overlap between Faculty Expectations and Current Content in Courses

DACUM & CANDO <small>(See key to CANDO Competencies)</small>	Faculty Expectations <small>(next 5 years)</small>	Current Content in Courses <small>(See key to CD / CED Courses)</small>
MANAGE HUMAN RESOURCES A	MANAGE HUMAN RESOURCES A	MANAGE HUMAN RESOURCES A
Build teams and morale E2c	Build teams and morale	18, 31 CWLO J7
A1	A1	
1 2 3 4	1 2 3 4	1 2 3 4
Manage conflict E2c	Manage conflict	8, 18, 25, 31 CWLO J8
A2	A2	
1 2 3 4	1 2 3 4	1 2 3 4
Resolve conflict E2c	Resolve conflict	8, 18, 25, 31 CWLO J9
A3	A3	
1 2 3 4	1 2 3 4	1 2 3 4
Develop HR policies E4	Develop HR policies	25, 30
A4	A4	
1 2 3 4	1 2 3 4	1 2 3 4

Develop job descriptions E2e A5 1 2 3 4	Develop job descriptions A5 1 2 3 4	25 1 2 3 4
Follow HR policies E2c A6 1 2 3 4	Follow HR policies A6 1 2 3 4	25 1 2 3 4
Follow workplace safety practices and procedures A7 1 2 3 4	Follow workplace safety practices and procedures A7 1 2 3 4	9, 19, 26, 35 CWLO I1 Consider adding a seminar 1 2 3 4
Develop staff and volunteers E2a, E2b A8 1 2 3 4	Develop and train staff and volunteers A8 1 2 3 4	5, 25, 31 1 2 3 4
Evaluate performance E2c A9 1 2 3 4	Evaluate performance A9 1 2 3 4	25 CWLO E3 1 2 3 4
Recruit staff and volunteers E2c A10 1 2 3 4	Recruit staff and volunteers A10 1 2 3 4	25 1 2 3 4
Work within a Board Governance system E1 A11 1 2 3 4	Work within a Board Governance system A11 1 2 3 4	30 1 2 3 4
Orient staff (volunteers) and board members E2c A12 1 2 3 4	Orient staff (volunteers) and board members A12 1 2 3 4	25, 30 1 2 3 4
Motivate staff and volunteers E2f A13 1 2 3 4	Motivate staff and volunteers A13 1 2 3 4	18, 25, 30 1 2 3 4
Contribute to positive organizational culture and climate E5 1 2 3 4	Contribute to positive organizational culture and climate 1 2 3 4	18, 25, 31 1 2 3 4

PLAN AND EVALUATE B	PLAN AND EVALUATE B	PLAN AND EVALUATE B
Plan collaboratively M1 B1 1 2 3 4	Plan collaboratively B1 1 2 3 4	7, 17 CWLO J6, K1, K2 1 2 3 4
Participate in organizational reflection B2 1 2 3 4	Participate in organizational reflection B2 1 2 3 4	7, 31 CWLO K6 1 2 3 4
Develop outcomes B3 1 2 3 4	Develop outcomes B3 1 2 3 4	7, 17, 23, 31 CWLO F1, K3 1 2 3 4
Assess outcomes (program, social, relationship, organization) B4 1 2 3 4	Assess outcomes (program, social, relationship, organization) B4 1 2 3 4	7, 17, 23, 31 CWLO D9 1 2 3 4
Plan events B5 1 2 3 4	Plan events B5 1 2 3 4	17 1 2 3 4
Develop community plans C1, C2, C3 B6 1 2 3 4	Develop community plans B6 1 2 3 4	7 1 2 3 4
Develop strategic plans I1, C4 B7 1 2 3 4	Develop strategic plans B7 1 2 3 4	23, 30 1 2 3 4
Develop work plans C4 B8 1 2 3 4	Develop work plans B8 1 2 3 4	7 1 2 3 4
Identify and coordinate with other initiatives B9 1 2 3 4	Identify and coordinate with other initiatives B9 1 2 3 4	9, 19, 26, 35 1 2 3 4

Use and adapt a variety of community engagement methods / tools M1, M5, B3, B4 B10	Use and adapt a variety of community engagement methods / tools B10	4, 5, 16 CWLO K4
1 2 3 4	1 2 3 4	1 2 3 4
Use and adapt needs assessment methods / tools M2, M4, M6, B4 B11	Use and adapt needs assessment methods / tools B11	16
1 2 3 4	1 2 3 4	1 2 3 4
Use and adapt evaluation methods / tools M2 B12	Use and adapt evaluation methods / tools B12	7, 23
1 2 3 4	1 2 3 4	1 2 3 4
Use and adapt participatory evaluation methods / tools M4 B13	Use and adapt participatory evaluation methods / tools B13	7
1 2 3 4	1 2 3 4	1 2 3 4
Use and adapt monitoring / record keeping methods / tools B14	Use and adapt monitoring / record keeping methods / tools (DUPLICATE?) B14	13, 16 Consider for a program management course
1 2 3 4	1 2 3 4	1 2 3 4
Use and adapt reporting methods / tools appropriate to audience B15	Use and adapt reporting methods / tools appropriate to audience (DUPLICATE?) B15	
1 2 3 4	1 2 3 4	1 2 3 4
Identify trends P5 B16	Identify trends B16	14, 21, 29 CWLO B1
1 2 3 4	1 2 3 4	1 2 3 4
Use research findings P5, M3 B17	Use research findings B17	27 CWLO A1, B2
1 2 3 4	1 2 3 4	1 2 3 4
Research promising practices P5 B18	Research promising practices B18	27
1 2 3 4	1 2 3 4	1 2 3 4
Locate complementary research (population health, healthy communities) P5 B19	Locate complementary research (population health, healthy communities) B19	16, 21, 23, 27
1 2 3 4	1 2 3 4	1 2 3 4

Identify resource requirements C5	Identify all resource requirements to implement plan	22, 23, 24
1 2 3 4	1 2 3 4	1 2 3 4
Conduct and evaluate community and environmental impact assessments J1	Conduct and evaluate community and environmental impact assessments	Consider for addition
1 2 3 4	1 2 3 4	1 2 3 4
Develop and update community profiles J2	Develop and update community profiles	16
1 2 3 4	1 2 3 4	1 2 3 4
Use qualitative and quantitative research tools J3	Use qualitative and quantitative research tools	23, 27
1 2 3 4	1 2 3 4	1 2 3 4

DEMONSTRATE ADMINISTRATIVE SKILLS C	DEMONSTRATE ADMINISTRATIVE SKILLS C	DEMONSTRATE ADMINISTRATIVE SKILLS C
Identify resources within the community C1	Identify service resources within the community C1	3, 9, 14, 19, 23, 24, 25, 26, 29, 31, 35
1 2 3 4	1 2 3 4	1 2 3 4
Organize identified resources C2	Organize identified service resources	14, 23, 29, 31
1 2 3 4	1 2 3 4	1 2 3 4
Manage referrals and requests C3	Manage referrals and requests C3	9, 19, 26, 35
1 2 3 4	1 2 3 4	1 2 3 4
Disseminate resource information C4	Disseminate service resource information C4	9, 17, 19, 26, 30, 35
1 2 3 4	1 2 3 4	1 2 3 4
Manage committees (minutes, agenda, background) C5	Manage committees (minutes, agenda, background) C5	18, 30, 31, 2?
1 2 3 4	1 2 3 4	1 2 3 4

Maintain statistics C6	Maintain statistics C6	Consider for addition
1 2 3 4	1 2 3 4	1 2 3 4
Develop record keeping systems C7	Develop record keeping systems C7	Consider for addition CWLO C1
1 2 3 4	1 2 3 4	1 2 3 4
Implement record keeping systems C8	Implement record keeping systems C8	Consider for addition
1 2 3 4	1 2 3 4	1 2 3 4
Comply with internal policies and guidelines C9	Comply with internal policies and guidelines C9	1, 22, 30
1 2 3 4	1 2 3 4	1 2 3 4
Comply with regulatory guidelines (PIPEDA, PHIA, FIPPA, CRA) N1 C10	Agency specific C10	
1 2 3 4	1 2 3 4	1 2 3 4
Create schedules C11	Create schedules C11	1, 3, 18
1 2 3 4	1 2 3 4	1 2 3 4
Track budget I3 C12	Track budget C12	13 CWLO C2
1 2 3 4	1 2 3 4	1 2 3 4
Follow financial policies C13	Follow financial policies C13	13
1 2 3 4	1 2 3 4	1 2 3 4
Prepare financial reports I4, H2 C14	Prepare financial reports C14	13, 15
1 2 3 4	1 2 3 4	1 2 3 4
Record financial information H1	Record financial information	13
1 2 3 4	1 2 3 4	1 2 3 4

DEMONSTRATE COMMUNICATION SKILLS D	DEMONSTRATE COMMUNICATION SKILLS D	DEMONSTRATE COMMUNICATION SKILLS D
Communicate across cultures and sectors O5 D1	Communicate across cultures and sectors D1	2, 6, 8, 12
1 2 3 4	1 2 3 4	1 2 3 4
Listen actively D2	Listen actively D2	2, 5, 8, 12 CWLO A3
1 2 3 4	1 2 3 4	1 2 3 4
Write clearly and precisely O3 D3	Write clearly and precisely D3	2, stressed in every course CWLO A2
1 2 3 4	1 2 3 4	1 2 3 4
Interpret non-verbal communication D4	Interpret non-verbal communication D4	2, 12
1 2 3 4	1 2 3 4	1 2 3 4
Use plain language O3, O5 D5	Use plain language D5	2
1 2 3 4	1 2 3 4	1 2 3 4
Facilitate small and large groups D6	Facilitate small and large groups D6	5
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate presentation skills O1, O7 D7	Demonstrate presentation skills D7	2, most courses
1 2 3 4	1 2 3 4	1 2 3 4
Use appropriate methods and tools for communication O5, O6 D8	Use appropriate methods and tools for communication D8	2, 3, 4, 5, 12, 16, 18, 28 CWLO A4
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate confidence D9	Demonstrate confidence D9	5, 16, 18, 28, 31 CWLO E1
1 2 3 4	1 2 3 4	1 2 3 4

Ask clarifying questions O7, O8	Ask clarifying questions	2, 5, 8, 18, 27, 34
D10	D10	
1 2 3 4	1 2 3 4	1 2 3 4
Give and take feedback	Give and take feedback	2, 8, 17, 18, 23, 25, 28, 31, 34 CWLO G5, J5
D11	D11	
1 2 3 4	1 2 3 4	1 2 3 4
Engage media	Engage media	17, 21, 23
D12	D12	
1 2 3 4	1 2 3 4	1 2 3 4
Develop marketing materials	Develop marketing materials	3, 23
D13	D13	
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate public relations skills	Demonstrate public relations skills	2, 17, 25
D14	D14	
1 2 3 4	1 2 3 4	1 2 3 4
Explain decisions O2	Explain decisions	2, 8, 10, 11, 14, 18, 20, 22, 25, 28, 29, 31, 34 CWLO A5
1 2 3 4	1 2 3 4	1 2 3 4

APPLY COMMUNITY DEVELOPMENT PHILOSOPHIES E B5	APPLY COMMUNITY DEVELOPMENT PHILOSOPHIES E	APPLY COMMUNITY DEVELOPMENT PHILOSOPHIES E
Use a CD / CED lens G1, B1, B2, B5	Use a CD / CED lens	4, 5, 6, 7, 14, 16, 18, 22, 23, 24, 29, 31 CWLO F5
E1	E1	
1 2 3 4	1 2 3 4	1 2 3 4
Create a collaborative environment G1, B5	Create a collaborative environment	4, 5, 7, 18 CWLO D2
E2	E2	
1 2 3 4	1 2 3 4	1 2 3 4
Create a participatory environment G1	Create a participatory environment	4, 5, 7, 18
E3	E3	
1 2 3 4	1 2 3 4	1 2 3 4

Engage community G1	Engage community	4, 5, 6, 7, 16, 18, 21, 22, 23
E4	E4	
1 2 3 4	1 2 3 4	1 2 3 4
Work w ithin anti-oppression framew ork G1	Work w ithin anti-oppression framew ork	6, 18
E5	E5	
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate patience	Demonstrate patience	4, 8, 18, 22, 23, 34
E6	E6	
1 2 3 4	1 2 3 4	1 2 3 4
Identify issues and opportunities	Identify issues and opportunities	4, 14, 22, 23, 29, 31 CWLO D1
E7	E7	
1 2 3 4	1 2 3 4	1 2 3 4
Maintain relationships w ith stakeholders G1	Maintain relationships w ith stakeholders	9, 19, 26, 35, 17, 15
E8	E8	
1 2 3 4	1 2 3 4	1 2 3 4
Maintain transparency	Maintain transparency	9, 13, 18, 19, 26, 31, 35 CWLO F4
E9	E9	
1 2 3 4	1 2 3 4	1 2 3 4
Build and maintain netw orks / social capital	Build and maintain netw orks / social capital	4, 9, 19, 22, 26, 35
E10	E10	
1 2 3 4	1 2 3 4	1 2 3 4
Plan for sustainability	Plan for sustainability	4, 22, 23, 24, 33
E11	E11	
1 2 3 4	1 2 3 4	1 2 3 4
Work w ithin the current policy environment	Work w ithin the current policy environment	22, 23
E12	E12	
1 2 3 4	1 2 3 4	1 2 3 4
Interpret CD / CED theories and models in a variety of contexts B1, B2, B5	Interpret CD / CED theories and models in a variety of contexts	4, 5, 6, 7, 14, 16, 17, 20, 22, 24, 29, 32, 33
E13	E13	
1 2 3 4	1 2 3 4	1 2 3 4

Practice social and economic justice G1	Practice social and economic justice	1, 4, 6, 22, 32
E14	E14	
1 2 3 4	1 2 3 4	1 2 3 4
Apply concepts of equity G1	Apply concepts of equity	4, 5, 7, 16, 18, 22, 23, 24, 30, 31
E15	E15	
1 2 3 4	1 2 3 4	1 2 3 4
Reduce barriers to social inclusion and belonging	Reduce barriers to social inclusion and belonging	4, 6, 7, 14, 16, 23, 24, 29, 31
E16	E16	
1 2 3 4	1 2 3 4	1 2 3 4
Recommend / shape public policy	Recommend / shape public policy	22, 24 CWLO F5
E17	E17	
1 2 3 4	1 2 3 4	1 2 3 4
Apply aboriginal rights and acts N2	Apply aboriginal rights and acts	11, 20
1 2 3 4	1 2 3 4	1 2 3 4
Analyze problems and identify relevant legal issues N3	Analyze problems and identify relevant legal issues	20
1 2 3 4	1 2 3 4	1 2 3 4
Conduct legal research N4		
1 2 3 4	1 2 3 4	1 2 3 4
Explain legislative and judicial processes in Canada N5	Explain legislative and judicial processes in Canada	20
1 2 3 4	1 2 3 4	1 2 3 4
Promote and maintain cultural values G2	Promote and maintain cultural values	11, 20, 22
1 2 3 4	1 2 3 4	1 2 3 4

DEMONSTRATE MANAGEMENT SKILLS F	DEMONSTRATE MANAGEMENT SKILLS F	DEMONSTRATE MANAGEMENT SKILLS F
Manage programs F1 1 2 3 4	Manage programs F1 1 2 3 4	9, 13, 19, 25, 26, 31, 35 Requires discussion as to whether components should be integrated 1 2 3 4
Develop organizational policies E4 F2 1 2 3 4	Develop organizational policies F2 1 2 3 4	23, 30 1 2 3 4
Negotiate F3 1 2 3 4	Negotiate F3 1 2 3 4	34 1 2 3 4
Manage cash flow I2, I3 F4 1 2 3 4	Manage cash flow F4 1 2 3 4	13, 23 1 2 3 4
Implement plans F5 1 2 3 4	Implement plans F5 1 2 3 4	9, 17, 19, 26, 35 CWLO D8 1 2 3 4
Delegate tasks and responsibilities E2d F6 1 2 3 4	Delegate tasks and responsibilities F6 1 2 3 4	18 1 2 3 4
Construct financial policies F7 1 2 3 4	Construct financial policies F7 1 2 3 4	Currently part of F2 Consider including more specifics (petty cash in 13) 1 2 3 4
Construct a budget I2 F8 1 2 3 4	Construct a budget F8 1 2 3 4	13, 15, 23 CWLO C3 1 2 3 4
Manage financial resources I1, I4 F9 1 2 3 4	Manage financial resources F9 1 2 3 4	13 CWLO F2 1 2 3 4

Plan meetings	Plan meetings	2, 5, 30
F10	F10	
1 2 3 4	1 2 3 4	1 2 3 4
Facilitate meetings	Facilitate meetings	5, 31
F11	F11	
1 2 3 4	1 2 3 4	1 2 3 4
Allocate resources H1	Allocate resources	24, 31
F12	F12	
1 2 3 4	1 2 3 4	1 2 3 4
Report w ithin the organization O2, I4	Report w ithin the organization	2, 15, 17
F13	F13	
1 2 3 4	1 2 3 4	1 2 3 4
Work w ithin a variety of community organizational structures	Work w ithin a variety of community organizational structures	9,19, 26, 35
F14	F14	
1 2 3 4	1 2 3 4	1 2 3 4
Apply various CD / CED theories and models in a variety of contexts	Apply various CD / CED theories and models in a variety of contexts	4, 5, 6, 7, 14, 16, 22, 23, 29
F15	F15	
1 2 3 4	1 2 3 4	1 2 3 4
Read and interpret financial statements H3	Read and interpret financial statements	13, Consider additional time for this course
1 2 3 4	1 2 3 4	1 2 3 4
Describe legal organizational structures and their applications E1	Describe legal organizational structures and their applications	13, 22, 23
1 2 3 4	1 2 3 4	1 2 3 4
Manage organizational change E3	Manage organizational change	31
1 2 3 4	1 2 3 4	1 2 3 4

GENERATE REVENUE (GRANTS, BUSINESS, FUNDRAISING) G	GENERATE REVENUE (GRANTS, BUSINESS, FUNDRAISING) G	GENERATE REVENUE (GRANTS, BUSINESS, FUNDRAISING) G
Identify funding sources L7 G1 1 2 3 4	Identify funding sources G1 1 2 3 4	15 1 2 3 4
Write proposals O4, L4 G2 1 2 3 4	Write proposals G2 1 2 3 4	15 1 2 3 4
Develop a business plan L1, L2, L3, L4, L5, L6, L7 G3 1 2 3 4	Develop a business plan G3 1 2 3 4	23 1 2 3 4
Solicit donations / gifts in kind G4 1 2 3 4	Solicit donations / gifts in kind G4 1 2 3 4	15 1 2 3 4
Maintain funder / donator relations L7 G5 1 2 3 4	Maintain funder / donor relations G5 1 2 3 4	15, 30 1 2 3 4
Report to funders G6 1 2 3 4	Report to funders G6 1 2 3 4	13, 15, 23, 30 1 2 3 4
Negotiate financing G7 1 2 3 4	Negotiate financing G7 1 2 3 4	13, 23, 34 1 2 3 4
Maintain customer relations G8 1 2 3 4	Maintain customer relations G8 1 2 3 4	9, 12, 19, 26, 34, 35 1 2 3 4
Identify federal & provincial policies & programs that impact on local economy and potentially support local business expansion L7 1 2 3 4		

Analyze investment options I5		
1 2 3 4	1 2 3 4	1 2 3 4
Determine the best means of financing business endeavors I6	Determine the best means of financing business endeavors	23
1 2 3 4	1 2 3 4	1 2 3 4
Develop joint venture partnerships G3	Develop joint venture partnerships	23
1 2 3 4	1 2 3 4	1 2 3 4
Advocate strategic partnerships G4	Advocate strategic partnerships	23
1 2 3 4	1 2 3 4	1 2 3 4
Promote and foster business environment G5	Promote and foster business environment	23
1 2 3 4	1 2 3 4	1 2 3 4
Identify barriers to and opportunities for economic development G6	Identify barriers to and opportunities for economic development	20, 22, 24
1 2 3 4	1 2 3 4	1 2 3 4
Participate in the management of natural resources G7		
1 2 3 4	1 2 3 4	1 2 3 4
Promote value added opportunities in resource sectors G8		
1 2 3 4	1 2 3 4	1 2 3 4
Evaluate the strengths and weaknesses to various approaches to aboriginal economic development G9		
1 2 3 4	1 2 3 4	1 2 3 4

DEMONSTRATE PERSONAL MANAGEMENT SKILLS H	DEMONSTRATE PERSONAL MANAGEMENT SKILLS H	DEMONSTRATE PERSONAL MANAGEMENT SKILLS H
Use interpersonal skills H1 1 2 3 4	Use interpersonal skills H1 1 2 3 4	2, 8, 12, 18, 28, 34 CWLO E2 1 2 3 4
Work within a team H2 1 2 3 4	Work within a team H2 1 2 3 4	18, emphasized in all courses CWLO G1, J1, J2 1 2 3 4
Work independently H3 1 2 3 4	Work independently H3 1 2 3 4	across courses 1 2 3 4
Demonstrate a level of comfort in a variety of circumstances H4 1 2 3 4	Demonstrate a level of comfort in a variety of circumstances H4 1 2 3 4	4, 6, 8, 28, 34 1 2 3 4
Acknowledge and respect differences / diversity H5 1 2 3 4	Acknowledge and respect differences / diversity H5 1 2 3 4	4, 6, 8 CWLO J4 1 2 3 4
Demonstrate self-awareness in a social / historical context H6 1 2 3 4	Demonstrate self-awareness in a social / historical context H6 1 2 3 4	6, 10, 11, 20 1 2 3 4
Demonstrate ability to self reflect H7 1 2 3 4	Demonstrate ability to self reflect H7 1 2 3 4	4, 6, 28 CWLO H2 1 2 3 4
Demonstrate openness H8 1 2 3 4	Demonstrate openness H8 1 2 3 4	2, 12 CWLO G4 1 2 3 4
Work in hierarchical and non-hierarchical environments H9 1 2 3 4	Work in hierarchical and non-hierarchical environments H9 1 2 3 4	9, 19, 26, 30, 31, 35 1 2 3 4

Take initiative	Take initiative	across courses CWLO E5
H10	H10	
1 2 3 4	1 2 3 4	1 2 3 4
Think critically	Think critically	across courses
H11	H11	
1 2 3 4	1 2 3 4	1 2 3 4
Set priorities	Set priorities	1, 7, 17, 18
H12	H12	
1 2 3 4	1 2 3 4	1 2 3 4
Manage time (multi-task)	Manage time (multi-task)	1, across courses CWLO G2
H13	H13	
1 2 3 4	1 2 3 4	1 2 3 4
Adapt to change	Adapt to change	4, 7, 8, 31, 34 CWLO G6, K5
H14	H14	
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate self-care	Demonstrate self-care	1, 8, 25 Consider seminars CWLO E4
H15	H15	
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate flexibility	Demonstrate flexibility	4, 7, 8, 31, 34 CWLO J3
H16	H16	
1 2 3 4	1 2 3 4	1 2 3 4
Solve problems	Solve problems	8, 34 CWLO D3, D4, D5, D6, D7
H17	H17	
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate assertiveness	Demonstrate assertiveness	1, 34
H18	H18	
1 2 3 4	1 2 3 4	1 2 3 4
Respect confidentiality	Respect confidentiality	1, 8, 9, 19, 23, 25, 26, 34, 35
H19	H19	
1 2 3 4	1 2 3 4	1 2 3 4

Exercise due diligence H20	Exercise due diligence H20	30 CWLO F3
1 2 3 4	1 2 3 4	1 2 3 4
Coordinate own work with work of others H21	Coordinate own work with work of others H21	across courses
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate personal commitment / values H22	Demonstrate personal commitment / values H22	14, 29, across courses
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate resourcefulness H23	Demonstrate resourcefulness H23	across courses CWLO G3
1 2 3 4	1 2 3 4	1 2 3 4
Participate in professional development / life long learning H24	Participate in professional development / life long learning H24	extra curricular, networking activities, encourage professional memberships by student CWLO H1, H3, H4, H5
1 2 3 4	1 2 3 4	1 2 3 4
Keep current (trends, changes) H25	Keep current (trends, changes) H25	1, 4, 14, 21, 22, 23, 24?, 29
1 2 3 4	1 2 3 4	1 2 3 4
Participate in professional organizations H26	Participate in professional organizations H26	we encourage student memberships in professional organizations
1 2 3 4	1 2 3 4	1 2 3 4
Maintain peer relationships H27	Maintain peer relationships H27	9, 12, 18, 19, 22, 26, 35
1 2 3 4	1 2 3 4	1 2 3 4

USE TECHNOLOGY I	USE TECHNOLOGY I	USE TECHNOLOGY I
Use a keyboard with accuracy I1 1 2 3 4	students enter with this skill 1 2 3 4	
Use word processing software P1 I2 1 2 3 4	Use word processing software I2 1 2 3 4	3 1 2 3 4
Use spreadsheet software P2 I3 1 2 3 4	Use spreadsheet software I3 1 2 3 4	3, 13, 15, 17, 23 1 2 3 4
Use presentation software P4 I4 1 2 3 4	Use presentation software I4 1 2 3 4	3, students apply skills across courses 1 2 3 4
Use email software P4 I5 1 2 3 4	Use email software I5 1 2 3 4	3, expected means of communication in program 1 2 3 4
Develop a website P4, P6 I6 1 2 3 4	Develop a website I6 1 2 3 4	Consider adding to the program 1 2 3 4
Maintain website content P4, P6 I7 1 2 3 4	Maintain website content I7 1 2 3 4	Consider adding to the program 1 2 3 4
Use e-publishing software P4, P6 I8 1 2 3 4	Use e-publishing software I8 1 2 3 4	Consider adding to the program 1 2 3 4
Set up media equipment P4 ? I9 1 2 3 4	Set up media equipment I9 1 2 3 4	3 1 2 3 4

Create and maintain a database P3 I10 1 2 3 4	Maintain a database I10 1 2 3 4	Consider adding to the program 1 2 3 4
Create and maintain contact lists P3 I11 1 2 3 4	Create and maintain contact lists I11 1 2 3 4	Consider adding to the program 1 2 3 4
Engage community using social networking P4, P6 I12 1 2 3 4	Engage community using social networking I12 1 2 3 4	3, 21, 23 1 2 3 4
Adapt to new technology I13 1 2 3 4	Adapt to new technology I13 1 2 3 4	3 1 2 3 4
Use office equipment I14 1 2 3 4	Use office equipment I14 1 2 3 4	3, 9, 19, 26, 35 1 2 3 4
Apply troubleshooting skills I15 1 2 3 4	Apply troubleshooting skills I15 1 2 3 4	3 1 2 3 4
Maximize technology P5 I16 1 2 3 4	Maximize technology I16 1 2 3 4	3, 23 1 2 3 4
Use organization specific software I17 1 2 3 4	Use organization specific software I17 1 2 3 4	9, 19, 26, 35 1 2 3 4
Use image capture technology P4 I18 1 2 3 4	Use image capture technology I18 1 2 3 4	3 1 2 3 4
Use financial software programs P7 1 2 3 4	Use financial software programs 1 2 3 4	13 1 2 3 4

ACT AS A CATALYST TO MOBILIZE COMMUNITIES AND BUILD CAPACITY J	ACT AS A CATALYST TO MOBILIZE COMMUNITIES AND BUILD CAPACITY J	ACT AS A CATALYST TO MOBILIZE COMMUNITIES AND BUILD CAPACITY J
Share power J1 1 2 3 4	Share power J1 1 2 3 4	4, 5, 6, 7, 16, 18, 22 1 2 3 4
Foster relationships J2 1 2 3 4	Foster relationships J2 1 2 3 4	4, 5, 6, 7, 9, 10, 12, 16, 17, 18, 19, 22, 25, 26, 29, 30, 35 1 2 3 4
Advocate for policy initiatives J3 1 2 3 4	Advocate for policy initiatives J3 1 2 3 4	14, 21, 22, 24, 29, 32 1 2 3 4
Advocate with groups and individuals J4 1 2 3 4	Advocate with groups and individuals J4 1 2 3 4	9, 14, 19, 21, 22, 26, 29, 32, 35 1 2 3 4
Support other CD / CED organizations J5 1 2 3 4	Support other CD / CED organizations J5 1 2 3 4	9, 14, 17, 19, 21, 22, 24, 26, 29, 32, 35, extra curricular 1 2 3 4
Mentor others and be mentored J6 1 2 3 4	Mentor others and be mentored J6 1 2 3 4	1, 9, 19, 26, 35 1 2 3 4
Develop strategic partnerships and alliances J7 1 2 3 4	Develop strategic partnerships and alliances J7 1 2 3 4	9, 19, 26, 35 extra curricular membership in CCEDNET 1 2 3 4
Apply principles of adult education J8 1 2 3 4	Apply principles of adult education J8 1 2 3 4	4, 5, 6, 7 1 2 3 4
Map assets M5 J9 1 2 3 4	Map assets J9 1 2 3 4	16 1 2 3 4

Develop leadership	Develop leadership	4, 5, 25, 31
J10	J10	
1 2 3 4	1 2 3 4	1 2 3 4
Act on opportunities	Act on opportunities	4, 14, 15, 23, 29
J11	J11	
1 2 3 4	1 2 3 4	1 2 3 4
WORK WITHIN ECONOMIES		
Advise clients on key business and economic indicators A1	Advise clients on key business and economic indicators	24
1 2 3 4	1 2 3 4	1 2 3 4
Identify roles and responsibilities of business bodies A2	Identify roles and responsibilities of business bodies	20
1 2 3 4	1 2 3 4	1 2 3 4
Relate current economic issues to own life, Canada's economic goals and aboriginal economic development A3	Relate current economic issues to own life, Canada's economic goals and aboriginal economic development	20, 24
1 2 3 4	1 2 3 4	1 2 3 4
WORK WITHIN ABORIGINAL AND NON-ABORIGINAL GOVERNING TRADITIONS		
Identify the roles and responsibilities of aboriginal and non-aboriginal political bodies and governing traditions D1	Identify the roles and responsibilities of aboriginal and non-aboriginal political bodies and governing traditions	20
1 2 3 4	1 2 3 4	1 2 3 4
Balance community and individual needs while meeting these roles and responsibilities D2	Balance community and individual needs while meeting these roles and responsibilities	20, 22, 24
1 2 3 4	1 2 3 4	1 2 3 4
Explain aboriginal governing traditions, evolution of governance systems & current trends/issues associated with aboriginal governments D3	Explain aboriginal governing traditions, evolution of governance systems & current trends/issues associated with aboriginal governments	20
1 2 3 4	1 2 3 4	1 2 3 4

WORK WITHIN THE HISTORICAL, GEOGRAPHIC AND COMMUNITY CONTEXT FOR ABORIGINAL ECONOMIC DEVELOPMENT								
Describe the historical back ground to contemporary aboriginal issues in Canada F1					Describe the historical back ground to contemporary aboriginal issues in Canada	11, 20		
1	2	3	4		1	2	3	4
Respect aboriginal culture and traditions F2					Respect aboriginal culture and traditions	11, 20		
1	2	3	4		1	2	3	4
Identify aboriginal community beliefs and values F3					Identify aboriginal community beliefs and values	11, 20		
1	2	3	4		1	2	3	4
Identify goals and objectives consistent with culture, tradition, beliefs and values F4					Identify goals and objectives consistent with culture, tradition, beliefs and values	7, 11, 20, 22		
1	2	3	4		1	2	3	4
MARKET PRODUCTS OR SERVICES								
Provide marketing advice K1					Provide marketing advice	21		
1	2	3	4		1	2	3	4
Conduct market analysis and assessment (SWOT) K2					Conduct market analysis and assessment (SWOT)	21, 23, 30		
1	2	3	4		1	2	3	4
Develop marketing strategies K3					Develop marketing strategies	21, 23		
1	2	3	4		1	2	3	4
Develop and implement a consistent, focused marketing plan K4					Develop and implement a consistent, focused marketing plan	21, 23		
1	2	3	4		1	2	3	4

C2: Key to CANDO Competencies Referenced in the Graduate Skills and Abilities Chart

These competencies and tasks have been outlined through reference to several documents of the Council for the Advancement of Native Development Officers (CANDO)

A Work within economies

- 1) Advise clients on key business and economic indicators
- 2) Identify roles and responsibilities of business bodies
- 3) Relate current economic issues to own life, Canada's economic goals and aboriginal economic development

B Community economic development philosophy, theory and practices

- 1) Explain theory and practice of CED
- 2) Outline key components of CED
- 3) Compare community planning processes and techniques
- 4) Describe methods of analysis used in comprehensive community planning
- 5) Apply principles of community development

C Facilitate community based planning

- 1) Facilitate the development of a community vision statement
- 2) Facilitate the identification of alternative ways to achieve the vision
- 3) Facilitate the prioritization of alternatives to achieve the vision
- 4) Facilitate the development and implementation of an action plan
- 5) Identify resource requirements

D Work within aboriginal and non-aboriginal governing traditions

- 1) Identify the roles and responsibilities of aboriginal and non-aboriginal political bodies and governing traditions
- 2) Balance community and individual needs while meeting roles and responsibilities
- 3) Explain aboriginal governing traditions, evolution of governance systems and current trends/issues associated with aboriginal governments

E Function within an organization

- 1) Describe legal organizational structures and their applications

- 2) Manage and develop human resources
 - a) Identify training needs
 - b) Develop training programs
 - c) Supervise staff
 - d) Delegate tasks and responsibilities
 - e) Develop job descriptions
 - f) Motivate others
- 3) Manage organizational change
- 4) Develop operating policies
- 5) Contribute to positive organizational culture and climate

F Work within the historical, geographic and community context for aboriginal economic development

- 1) Describe the historical back ground to contemporary aboriginal issues in Canada
- 2) Respect aboriginal culture and traditions
- 3) Identify aboriginal community beliefs and values
- 4) Identify goals and objectives consistent with culture, tradition, beliefs and values

G Establish / operate an economic development corporation at the community and regional level

- 1) Establish and maintain a vision for economic development
- 2) Promote and maintain cultural values
- 3) Develop joint venture partnerships
- 4) Advocate strategic partnerships
- 5) Promote and foster business environment
- 6) Identify barriers to and opportunities for economic development
- 7) Participate in the management of natural resources
- 8) Promote value added opportunities in resource sectors
- 9) Evaluate the strengths and weaknesses of various approaches to aboriginal economic development

H Use financial accounting

- 1) Record financial information
- 2) Develop / assess proforma financial statements
- 3) Read and interpret financial statements

I Use managerial accounting

- 1) Use accounting information for long-range planning and capital budgeting decisions
- 2) Prepare budgets; capital, operating and cash budgets.
- 3) Monitor budgets
- 4) Use financial statements for planning
- 5) Analyze investment options
- 6) Determine the best means of financing business endeavors

J Analyze and assess community impact

- 1) Conduct and evaluate community and environmental impact assessments
- 2) Develop and update community profiles
- 3) Use qualitative and quantitative research tools

K Market products or services

- 1) Provide marketing advice
- 2) Conduct market analysis and assessment (SWOT)
- 3) Develop marketing strategies
- 4) Develop and implement a consistent, focused marketing plan

L Develop new enterprises

- 1) Conduct pre-project analysis
- 2) Develop / assess feasibility plans
- 3) Determine resource needs of projects
- 4) Analyze proposals and make recommendations
- 5) Prepare business plans
- 6) Analyze and evaluate business plans

- 7) Identify federal and provincial policies and programs that impact on local economy and potentially support local business expansion

M Conduct community based research

- 1) Use participation methods that respect unique legal, political, historical and cultural positions of aboriginal communities in Canadian society
- 2) Generate / interpret social, demographic and economic data
- 3) Use social, demographic and economic data
- 4) Conduct community and business surveys
- 5) Conduct asset mapping
- 6) Conduct environmental scans

N Apply business law

- 1) Comply with regulatory bodies
- 2) Apply aboriginal rights and acts
- 3) Analyze problems and identify relevant legal issues
- 4) Conduct legal research
- 5) Explain legislative and judicial processes in Canada

O Communicate orally and in writing for business

- 1) Prepare and make presentations
- 2) Explain decisions
- 3) Write letters, memos and reports that are clear, concise and appealing to the reader
- 4) Prepare proposals
- 5) Adjust language level to audience
- 6) Identify and select communication mode
- 7) Listen, reflect and verify message
- 8) Phrase and ask questions

P Use computers for business

- 1) Use word processing
- 2) Use spreadsheets
- 3) Develop databases
- 4) Use communication software
- 5) Use the internet to research
- 6) Use the internet to share information
- 7) Use financial software programs

C3: Key to CD/CED Courses Referenced in the Graduate Skills and Abilities Chart

1. College & Career Success 1
2. Business Communications
3. Computers & Business Technology
4. Community Development
5. Facilitating Empowering Process
6. Working Across Differences
7. Participatory Planning & Evaluation
8. Conflict Resolution
9. Practicum 1
10. Sociology
11. History of Aboriginal People
12. Interpersonal Communications Skills 1
13. Budget & Financial Management
14. Contemporary Issues in Community Development
15. Fundraising & Proposal Writing
16. Healthy Communities
17. Event Planning & Media Relations
18. Building Teams – Group Dynamic
19. Practicum 2
20. Contemporary Aboriginal Studies
21. Social Marketing
22. Community Economic Development
23. New Business Development
24. Economics
25. Managing Human Resources
26. Practicum 3
27. Research Methods
28. Marketing Your Skills
29. Special Topics in CD/CED
30. Board Development
31. Organizational Development
32. Political & Historical Context
33. Environmental Health Issues
34. Negotiation – Theory and Practice
35. Practicum 4

Appendix D – Graduate Profile

Appendix D: Community Development / Community Economic Development Graduate Profile

The Graduate:

- A. Practices CD/CED principles universally, to build sustainable, healthy and equitable communities.
- B. Fosters trust relationships and builds social capital, creating viable teams and networks able to sustain the community development / community economic development process.
- C. Mobilizes and empowers communities for leadership and critical thinking, through facilitation, education, capacity building, power-sharing, advocating and mentoring.
- D. Communicates across cultures and sectors using visual, written and oral methods to support co-operation and understanding amongst community stakeholders.
- E. Uses, adapts, and maximizes technologies to create and communicate information to communities.
- F. Plans, documents and evaluates organizational and community initiatives using a variety of participatory methods.
- G. Supports community planning by designing, implementing and reporting on research such as mapping assets, assessing needs and monitoring trends and new practices.
- H. Networks to identify, maintain and assess community resources.
- I. Generates revenue and wealth through grants, partnerships, business development and donations; develops funding proposals and business plans; builds and maintains funder relationships; meets reporting requirements.
- J. Manages and administers organizational resources to provide stability and sustainability.
- K. Uses human resource management principles to build, motivate and manage staff and volunteers within a safe environment.
- L. Demonstrates personal integrity, reliability, ethics, accountability, and resourcefulness in all roles.

Appendix E – Program Renewal Goals and Actions from Visioning Workshop

Appendix E: Program Renewal Goals and Actions from Visioning Workshop

Note: Numbers in front of some actions indicate priority assigned by participants through a voting process. Maximum is 5 votes.

Enhance Curriculum Relevance

- 4_ Review all curriculum to reduce overlaps and fill in gaps
- 2_ Think courses together and use applied projects – constructivist
- 2_ Develop system for more "applied" learning
- 2_ Integrate CD/CED examples / applications in all courses
- 1_ Integrate / create opportunities to use technology across courses (iPads, phones, etc.)
- Reduce number of courses
- Expand and deepen computer training in software relevant to CD/CED.
- Improve access to computer labs / programs
- Introduce seminars such as food handling

Investigate CANDO Accreditation

- 2_ Consult with CANDO about accreditation – discover negotiating points and work involved

Restructure Program Model

- 3_ Make it simple – standardize structure of programs in school
- 2_ Consider establishing a foundation year common to all programs (time frame, objectives)
- 2_ Explore time frames (length of term, practicum, courses, course load)
- 2_ Offer streams – university & non-university
- 2_ Explore other delivery models (Co-op, distance, intensive modules, contract)
- 1_ Combine students from similar or same courses from other program
- 1_ Implement co-op program to extend practicum (compulsory, optional)
- 1_ Balance courses offered in first and second year
- Extend course hours
- Reduce number of courses scheduled for 3 hours once per week

Develop Funding Sources

- 1_ Develop financial merit incentives – scholarships / jobs
- 1_ Find ways to connect funders to students (Co-op, Mentorships)
- Build scholarships specific to CD/CED
- Liaise between students and provider
- Find business sponsors for courses to reduce costs to students
- Stop thinking "fundings"

Create Strategic Partnerships

- 1_Form partnerships with government for training and knowledge
- 1_Create an advisory committee and meet 2x /year

Create Community

- 3_Create homeroom and designated instructor contact
- Create houses

Work Collaboratively

- 2_Work as a team – utilizing instructors best competencies – arranging a common meeting time

Enhance Program Readiness

- 1_Investigate student readiness criteria – minimal computer competence – some related experience
- 1_Enhance PLAR process
- Compulsory work experience as pre-requisite
- Promote PLAR

Take Control of Marketing

- 1_Develop and implement a marketing strategy – recruitment, hiring from industry (program to students and graduates to industry)
- 1_Utilize student ambassadors

Appendix F – 5 Year Program Renewal Plan in Gantt Format

