

SIMON FRASER UNIVERSITY

OFFICE OF THE VICE-PRESIDENT, ACADEMIC

MEMORANDUM

To: Senate

From: J. Munro, Chair
Senate Committee on Academic Planning

Subject: Proposed Non-Credit Certificate Program: Professional Program in
Community Economic Development
(SCAP Reference: SCAP 00-7)

Date: March 17, 2000

Action undertaken by the Senate Committee on Academic Planning gives rise to the following motion:

"That Senate approve and recommend approval to the Board of Governors as set forth in S.00 - 35, the proposal for a Non-Credit Certificate Program: *Professional program in Community Economic Development leading to a Non-Credit Certificate.*"

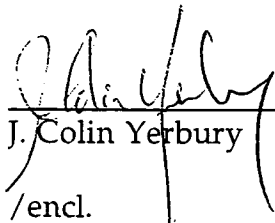
J. Munro

SIMON FRASER UNIVERSITY

Memorandum

To: Alison Watt, Secretary, Senate Committee on Academic Planning
From: J. Colin Yerbury, Chair, Senate Committee on Continuing Studies
Date: March 8, 2000
Re: Proposal for Consideration by SCAP

Enclosed is a proposal for a Non-Credit Certificate Program: *Professional Program in Community Economic Development leading to a Non-Credit Certificate*. The Senate Committee on Continuing Studies has recommended that this proposal go forward to SCAP for consideration, approval and forwarding to Senate. Please place this proposal on the agenda for the March 15, 2000 meeting of the Senate Committee on Academic Planning.


J. Colin Yerbury
/encl.

SIMON FRASER UNIVERSITY

OFFICE OF THE DEAN
FACULTY OF ARTS



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March 1, 2000

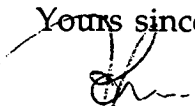
Mark Roseland
Community Economic Development Centre
Simon Fraser University

Dear Mark,

Thank you for sending me a copy of the proposal for a non-credit professional certificate in Community Economic Development. As you know, I have always taken particular interest in the work of the Centre, and believe that your programs provide a valuable and important way for the University to reach into the community to benefit the communities themselves as well as our students. It is clear that this program will respond to growing demands in the evolving B. C. economy, and provide tangible benefits to communities around the province

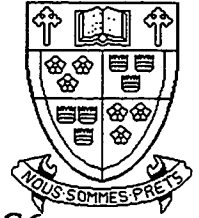
The Centre continues the tradition of interdisciplinary programs that have been an ongoing characteristic of the University and the Faculty of Arts. I agree that the Centre has reached a point in its development where the establishment of this non-credit certificate represents a natural extension of the work of the Centre, and thus I fully support this proposal. It has always been clear that the Centre has a mandate that includes applied as well as purely academic programming, and this professional certificate will add an important capacity to teach in applied areas. This capacity, in turn, will enhance the resources available to core academic programs of the Centre as well, and should have recruiting value by providing a path into the Centre's credit programs.

Yours sincerely,


John T. Pierce
Dean of Arts

COMMUNITY ECONOMIC DEVELOPMENT CENTRE

SIMON FRASER UNIVERSITY, BURNABY, BC, CANADA V5A 1S6



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March 6, 2000

Dr. Colin Yerbury
Dean of Continuing Studies
Simon Fraser University

Dear Colin,

I am pleased to be enclosing a copy of the CED Centre's proposal for a Professional Program in CED leading to a non-credit certificate.

As you know, this program has been in development for some time. We have grounded it in the experience of the Centre in offering courses, research, and technical assistance in communities over the past 10 years. We have also worked hard to ensure that it reflects the interests and concerns of the CED sector.

This program proposal has been endorsed by the CED Centre's Steering Committee, which is presently comprised of Steve Duguid, Chair, Humanities Department; Alison Gill, Chair, Geography; Judy Oberlander, Director, The City Program; Jerry Zaslove, Director, Institute for the Humanities; and myself. John Munro is also on the Steering Committee but was away when we discussed this proposal.

This version of the proposal incorporates a few clarifications in response to suggestions made at the Senate Committee on Continuing Studies meeting on February 16. We understand that you will now forward it to SCAP for consideration and finally on to Senate.

Thanks to you and your staff once again for your encouragement and assistance in developing this program. We look forward to working with you closely over the coming months.

Sincerely,

Mark Roseland

Director, Community Economic Development Centre
Associate Professor, Department of Geography

enclosures

10^{Years}
CEC

Sustaining Communities through Cooperation and Partnerships

3.

 VanCity Capital Corporation*Investing in People*

March 2, 2000

Mark Roseland
Director, CED Centre
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Dear Dr. Roseland:

I am very pleased to write a letter in support of your proposal for a professional program in Community Economic Development. Such a program is both timely and necessary. The economy of the province of British Columbia is going through a restructuring that has left many communities wondering how they should adapt. Increasingly, they are turning to community-based strategies to ensure the preservation of their economic base in a manner that also takes into account the social and environmental dimensions of their community.

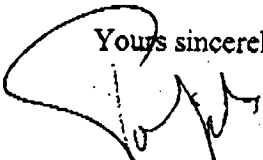
Naturally, the success of these communities in reinventing their economies is wholly dependent on the capacity of the people who are engaged in the process. A Simon Fraser University professional program in CED will support these people in developing the insight and skills they need to accomplish their objectives.

As a community-based, democratic financial institution, VanCity Credit Union also supports CED. Our credit union makes grants and loans to non-profit organizations, co-operatives and businesses that are engaged in CED. Recently, VanCity created a new subsidiary, VanCity Capital Corporation, to provide growth capital to CED initiatives.

We can only grant our financial support to initiatives that are led by people who have what it takes to succeed. By providing CED training to professionals, SFU will help to increase the flow of capital to the communities that can use it well. SFU will also assist VanCity and its subsidiaries to build a portfolio of projects that provide returns to their communities as well as to our credit union.

The number of highly interesting and successful projects that CEDC graduates have undertaken is evidence that the education delivered by the Centre is of high quality. I am completely confident that the proposed program would set the same high standard and I would be honoured to serve on its Advisory Committee.

Yours sincerely



Pieter van Gils
Investment Manager

Senate Committee on Continuing Studies

A PROPOSAL FOR A
PROFESSIONAL PROGRAM IN COMMUNITY ECONOMIC DEVELOPMENT
leading to a non-credit certificate

Prepared by:

The Centre for Community Economic Development
Simon Fraser University
February, 2000

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PROFESSIONAL PROGRAM IN COMMUNITY ECONOMIC DEVELOPMENT

BACKGROUND

Community Economic Development (CED) is a community-based and community-directed process that explicitly combines social and economic development and fosters the economic, social, environmental and cultural well-being of communities and regions. CED activities are planned and implemented in a variety of public, private and "third sector" sites including economic development organizations, credit unions and non-profit societies and foundations.

As we begin the new century, we expect CED activity to expand. The need for strategies to build resilient communities continues to increase. There is unprecedented support by federal and provincial governments for CED initiatives. In October, 1999, the new BC Ministry of Community Development, Co-operatives and Volunteers announced a \$10 million program for community enterprise and co-operative development. As well, the federal Human Resources and Development Canada department is providing funding for CED research, pilot projects and information and learning networks. As a result, the demand for effective training and professional development education will increase.

While the CED field in British Columbia is rich in experience, there are no structures in place for systematic training and professional development. Neither are there provincial or professional standards for CED practice. Depending on the workplace, practitioners possess a range of skills that can be applied to their CED work. They acquire new skills and knowledge on-the-job and in an ad hoc manner through conference attendance, professional association events and participation in specialized training opportunities, often out-of-province. Informal mentoring also assists in developing skills. Where CED is a new focus for an organization or community, it is often difficult for inexperienced practitioners to obtain the skills they need to develop a successful project.

Current research underway with economic development professionals in BC indicates a great deal of interest in training and professional development that recognizes existing skills and experience but increases individual expertise. Participants in the study described a wide range of training needs including: knowledge about CED models and best practice; tools to increase their skills in organizational management; tools for business and financing. A training program offered in an intensive, short-term format is an attractive and practical alternative to an academic program for working professionals.

There is also interest in training at a more basic level to build capacity for CED among new practitioners, especially in the non-profit sector.

THE CED CENTRE AT SIMON FRASER UNIVERSITY

The CED Centre is the ideal initiator of the Professional Program in CED.

The Centre was established in 1989 out of the active support of fifty faculty members across

many departments, as well as community organizations outside the university. The Centre's goal is to provide research, training and advisory services to the CED sector in British Columbia through a team of associates drawn from the university and the CED field.

The Centre offers a 30-credit post-baccalaureate CED Diploma Program, a 19-credit undergraduate CED certificate and graduate student supervision and administers an internationally-acclaimed website. The Centre has an international reputation for effective and innovative education, training and research in CED, drawing students from Canada and throughout the world. All of the Centre's credit courses are offered at Harbour Centre and through Distance Education.

The CED Diploma

By combining courses from a number of different disciplines with a specially designed core program of study and opportunities for guided practice, the program provides unique perspectives on issues of economic, social, and cultural development within communities. To complete the Diploma, students do a practicum in which they work with an organization on solving a problem in CED. Projects have included developing affordable housing and establishing a farmers' market, employment training with immigrant communities, co-operative and non-profit business enterprises and various kinds of social entrepreneurship.

The CED Certificate

Launched in 1999, the undergraduate program is designed for those who may not already have a university degree, and/or for those who may wish a more compact, less costly credential. It consists of four CED courses and one elective.

Graduate Study in CED

Although the Centre does not yet offer a formal graduate program, graduate students are associated with the Centre either through existing University Departments such as Geography, or more directly through Special Arrangements. Graduate study is an important component of the Centre's research program.

Professional Program in CED

The proposed non-credit Professional Program will add an important component to the Centre's activities because it provides access for CED practitioners who seek knowledge and skills, but do not necessarily desire an academic credential. The courses are shorter than the academic offerings and are oriented to practice. The proposed program will also be attractive to credit students because it will offer educational opportunities not available in full-semester courses.

HOW THE PROFESSIONAL PROGRAM IN CED IS UNIQUE

Several institutions across Canada offer professional development programs that are relevant for CED practitioners. Some programs focus on the community development aspect of CED,

such as the one-week summer Institute at Concordia University or the Community Development Institute presented annually in British Columbia. On the other hand, the University of Waterloo offers a Certificate and Diploma in Economic Development that emphasizes the business aspect of CED.

The proposed Professional Program in CED is unique because it is comprehensive and inclusive of different perspectives. Participants will acquire knowledge and skills relating to the full range of CED whatever the context of their work. The CED sector members of the Advisory Group will ensure that the program maintains its inclusive framework.

In addition to providing job-oriented training, the program will play a significant role in building cohesiveness in the CED sector.

BENEFITS FOR SIMON FRASER UNIVERSITY

As a complement to the Centre's academic program, the offering of the proposed non-credit Program will accomplish an important part of the Centre's mandate to create opportunities for professional development. The support we have received from the CED sector is a significant factor in the success we anticipate for the Professional Development Program in CED.

As the leading academic CED unit in Western Canada, the Centre has amassed expertise and experience that is not available at any other BC educational institution. We expect some students in the proposed new program to use it as a stepping stone to the Centre's academic degree programs or others at the university. We have designed the core courses and electives to support such a transition.

TARGET AUDIENCE

The Professional Program in CED has been designed for participants who have some personal frame of reference and/or career experience related to CED. Some of the anticipated participants will include individuals who are :

- staff or volunteers in economic development organizations such as Community Futures Corporations, Economic Development Associations, Aboriginal Economic Development Corporations;
- employees in the corporate sector where there is interest in community participation and corporate social responsibility;
- staff or volunteers in non-profit sector organizations with a CED focus such as credit union foundations, anti-poverty organizations and housing societies; and
- employees in government departments with an interest in CED such as industrial adjustment, re-training and social welfare.

In some cases, participants may be sponsored by their employer or a government agency. The Centre intends to establish a bursary fund for those participants who require a financial subsidy for tuition or for travel and accommodation.

FACULTY/INSTRUCTIONAL STAFF

The program will draw on the expertise of faculty and instructors associated with the CED Centre who are experienced in a broad range of CED subjects. The program will also establish instructional liaisons with scholars and practitioners in the field who have relevant expertise and experience.

THE CURRICULUM

Candidates for the Professional Program in CED will complete a minimum of 120 contact hours which will be offered in a variety of formats including:

- Friday-Saturday courses (16 hours)
- Weeknight courses over a period of 4-5 weeks (16 hours)
- Saturday courses over 2 weeks (16 hours)
- One-day courses (8 hours)

Participants will combine core courses with the elective courses that suit their professional development needs.

A course materials package will be included in the fee for the course.

Core Courses (64 hours)

The four core courses will provide a context for CED for practitioners in the field as well as for less experienced participants.

Introduction to CED: Local Development and the Global Economy

Duration: 16 hours

The course provides an overview of CED. Topics include: history of CED internationally and in Canada; strategies for community control and revenue generation within a context of increasing economic globalization; CED models in communities of geographic and other interest; roles of government, business and the non-profit sector in CED.

This course must be taken before the other core courses or electives.

Fundamental Skills for CED Practice

Duration: 16 hours

The course provides practitioners with a working knowledge of the skills required in community capacity-building for CED. Topics include: mapping material, environmental and human resources; establishing community participation processes; strategic planning; establishing indicators for success; evaluation.

Best Practices in CED

Duration: 16 hours

This course presents a range of urban and rural CED models and the elements of their success. Topics include: community development corporations; small business

incubators; green business; non-profit enterprise; co-operatives; community forestry; housing.

Social Entrepreneurship and Financing CED

Duration: 16 hours

This course examines the business development process of CED in the context of social entrepreneurship. Topics include: management; markets; earnings; business plan evaluation; the different methods of financing CED ventures, such as mainstream and alternative sources of debt and equity.

Elective Courses

The elective courses allow participants to create a program that matches their professional needs and interests. Additional electives will be developed based on demand in particular areas and as the needs of the sector change.

Building Effective CED Partnerships

Duration: 8 hours

This course examines methods for establishing, maintaining and expanding effective partnerships. Topics include: criteria for partnering; roles for partners; financial relationships; decision-making; evaluating partnerships; revising agreements.

CED in Aboriginal Communities

Duration: 16 hours

This course presents a range of aboriginal CED case studies and examines the elements of their success. Topics include: community development corporations; craft co-operatives; credit unions; employment and training; self-government.

CED Models for Non-Profits

Duration: 16 hours

This course examines the practice of CED in non-profit organizations. Topics include: setting objectives; building board capacity; business planning; legal considerations; revenue-generation and fund-raising; staff training; monitoring; evaluation.

CED in Resource-Based Communities

Duration: 16 hours

This course presents a range of case studies and examines the elements of their success. Topics include: community asset mapping; community-based resource management (e.g., community forestry, fisheries co-management); agriculture marketing; tourism; role of labour.

Current Issues in CED

Duration: 8 hours

This course will explore a topical issue each year such as: communications, technology and CED; social auditing; housing and community sustainability; international CED.

Environmental Sustainability and CED

Duration: 16 hours

This course provides an overview of environmental sustainability and applications in CED. Topics include: defining environmental sustainability; green business, industrial ecology; rural and urban sustainable CED activity; community participation in sustainable CED; socio-economic policies and programs that support environmental sustainability.

Government Policy and CED

Duration: 8 hours

This course explores current federal, provincial, regional and municipal policies that are relevant to CED. Topics include: Community Futures; economic development commissions and agencies; labour adjustment programs; social welfare programs; companies and co-operative acts and regulations; zoning.

INSTRUCTIONAL METHODS

Learning opportunities will combine face-to-face instruction, small group discussions, field visits and workshops. Students will be encouraged to integrate their workplace experience with their learning through assignments and presentations.

A public lecture component of the program (associated with the current issues elective course) will provide a forum for exploration of current CED issues as well as an opportunity for potential students to experience the program.

DELIVERY MODE

The Professional Program in CED will be delivered initially at the Harbour Centre Campus of Simon Fraser University. Following the first year of operation, the core courses and electives will also be adapted for delivery through Distance Education.

In the future, students may be able to access courses off-campus at the University of Victoria through its non-credit Certificate in Co-operatives program (pending) and through community colleges throughout the province.

Also in the future, cohort model programs may be designed for specific organizations and offered on- or off-campus depending on the needs of the participating organization.

EVALUATION

Student Assessment

A number of assessment methods will be used to measure the extent to which participants have mastered the objectives of the program including: essays, case studies, individual and group projects. Assessment methods will take into account cultural considerations and participant learning objectives. Assignments and other materials produced for evaluation purposes will be linked to participants' professional responsibilities.

A pass/fail system will be used for grading assignments.

Program Assessment

The program will be evaluated after each offering by students. At the end of the first full offering a comprehensive evaluation will be conducted with sponsoring institutions to assess the extent to which the program has met individual and sector needs. With the assistance of the Advisory Committee and the Centre's extensive network of practitioners, CED organizations and professional associations, we will evaluate the Professional Program on a continuing basis.

CREDENTIAL GRANTED

Successful completion of the program leads to a Certificate in Community Economic Development granted by Simon Fraser University.

ADMISSION TO THE PROGRAM

Admission to the program is determined by an assessment of the candidate's academic qualifications, work experience and interest in the CED field. Participants who wish to take individual courses will be admitted on a space-available basis.

General entry requirements

The Professional Program in CED is open to individuals with an undergraduate degree or the equivalent in any subject from a recognized university and to those with professional or volunteer experience in a CED setting.

Candidates who can demonstrate substantial practical experience and who do not have degree level qualifications may be considered for admission.

Candidates with degree level qualifications who lack practical experience but are interested in working in the field of CED will also be considered for admission.

TUITION

The program will operate on a cost recovery basis and will not draw on university resources. Sponsorships for a bursary fund will be sought to ensure accessibility for participants with limited resources.

LOCATION IN THE UNIVERSITY

The proposed program will be located in the CED Centre. Continuing Studies will assume responsibility for its administration. Working in partnership with Continuing Studies, faculty from the CED Centre will oversee the development of the proposed program through representation on the Advisory Committee.

ADVISORY COMMITTEE

The Advisory Committee will:

- oversee the development of the Professional Program in CED;
- ensure that it continues to meet the needs of the field; and
- assist in marketing the program to potential participants.

Simon Fraser University CED Centre

Dr. Stephen Ameyaw, Associate

Melanie Conn, MSW, Associate

Dr. Steve Duguid, Associate Director

Dr. Mark Roseland, Director

Continuing Studies at Simon Fraser University

Nancy Petersen
Director, Professional Programs

CED Sector

Representatives of a range of CED sector organizations will participate in the Committee, such as:

Richard de Beck
Human Resources and Development Canada

Pieter van Gils
VanCity Capital Corporation

John McBride
Institute for Indigenous Government

John Restakis
Canadian Co-operative Association of BC

Ron Trepanier
Community Futures Association of BC

Judy Perkins
Economic Development Association of BC



Community Futures
DEVELOPMENT ASSOCIATION
of British Columbia

March 14, 2000

Mark Roseland, Ph.D., Director
Community Economic Development Centre
Simon Fraser University
Burnaby, BC V5A 1S6

RE: PROFESSIONAL PROGRAM IN CED

Dear Mark,

I am writing as a follow-up to your letter of February 28, 2000 and to express my support for your proposed Professional Program in Community Economic Development.

Having proven itself as a successful model in communities across the province, the field of CED has grown dramatically in British Columbia over the past twenty years. As such, never before has the need for qualified CED professionals been so keen. And, as our member Community Futures Development Corporations and other community groups continue to evolve and undertake expanded roles in their communities, it is anticipated the demand for skilled CED practitioners will continue to increase over the years to come.

Once again, I offer my support in your process to obtain approval for your CED program from the university Senate. In addition, if you feel that my participation on your program's Advisory Group can add value to your initiative, I would be very pleased to participate.

Sincerely,

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Ron Trepanier
Managing Director

15.

A Profile of Development Practitioner Skills/ Training Needs in BC

Funded by:

Human Resources Development Canada
Ministry of Social Development and Economic Security

***under an Industrial Adjustment Service Agreement
with the participation of:***

Economic Development Association of BC
Community Futures Development Association of BC
Social Planning and Research Council of BC
Community Economic Development Centre of SFU
BC Hydro

February 2000

1. Executive Summary

The *Development Practitioner Skills/Training Needs Project* took place in 1999/2000. Its purpose was to better understand the professional development needs of people involved in all aspects of economic development. The central assumption underlying the research was that, an increase in the uptake of training by improving access to and quality of training, could increase the impact and success of economic development practice in the Province of British Columbia.

This report presents the findings of the research. This included a survey profiling the training needs of development practitioners in the Province of British Columbia, several focus groups with economic development practitioners, and a series of in-depth interviews

The findings indicate that:

- 1 There is a significant interest from all those contacted during the research in improved professional development: there was a very high response rate to the survey, attendance at the focus groups was good and numerous interviewees expressed considerable interest in the project.
- 2 There is widespread, though not unanimous, support for an increase in the professionalism in development practice through structures like certificate programs and accreditation.
- 3 Professional development requirements, in terms of specific skill training needs, are mainly determined by the organization a person works for and the nature of their job. There are, however, some consistent patterns for all development practitioners.
 - Of the five role areas covered in the questionnaire survey, three are of particular importance to Development Practitioners: "Policy and Advocacy", "Planning and Research" and "Business Development and Community Financing".
 - Though EDABC members are much more likely to fulfil roles that relate directly to "Planning and Research", skills related to this role area are equally important to both respondent groups.
 - "Policy and Advocacy" skills, though less selected than skills in other role areas, were generally judged to be of high importance.
 - There is a negative differential between importance and competence for every skill area suggesting that there is a strong need for training.
- 4 Development practitioners have some clear preferences for the way in which professional development programs are delivered. There is a clear preference for seminars/workshops/conferences and for short courses. There is also a preference for training that includes a classroom based

component especially if this is accompanied by distance learning once the participant returns to their workplace.

5 There is strong support for services that would assist Development Practitioners to access professional training. Most importantly, respondents wanted to see their access to information about training and its quality improved. Many also would like to see financial support for training. At the same time, Development Practitioners do experience some barriers to training: time availability and access to relevant, high quality training being the most important.

6 The research completed during this project points to some further areas for research and activity. The most important of these were:

- Create a service, both web based and in person, maintain a database of appropriate training, provide guidance on the quality of training courses, and consultation services to assist organizations and individuals to find the best training service for them.
- Review how a system of financial support for Development Practitioners taking training might work.
- Initiate a series of Roundtables with training providers to discuss the research results and how some of the issues can be addressed.
- Initiate further discussions on the potential for accreditation and certificate Programs.
- Extend the research presented in this report to include others groups not yet contacted.