

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2011–2; April 2011

In this report the Academic Standards Committee (ASC) brings to Senate:

- its evaluation and recommendation on the proposed *Certificate in Disaster and Emergency Management* from the Chang School;
- its evaluation and recommendation on the proposed *Certificate in Advancing the AODA: Principles and Practices of Accessibility Management* from the Chang School;
- its evaluation and recommendation on the proposed *Certificate in Community Engagement, Leadership and Development* from the Chang School.

A. Chang School Certificate in Disaster and Emergency Management

Over the past 30 years the number of people impacted by disasters/emergencies has grown dramatically, especially in the developing nations. There is a strong need for trained disaster management professionals who are decisive under pressure and capable of leading effectively in disaster situations.

The Chang School, in collaboration with the Faculties of Engineering, Architecture and Science (FEAS), and Community Services (FCS), is proposing a six-course *Certificate in Disaster and Emergency Management*. The *Disaster and Emergency Management* certificate is designed to prepare participants to act confidently regardless of the challenges faced. It will contribute to the education of those who would protect our society from calamity.

This certificate also plays a potentially strategic role at Ryerson. It will create a focal point around which upwards of 80 identified Ryerson faculty – who research and work in areas that support certificate content – will have the opportunity to build additional initiatives.

Objectives of the Certificate: The objectives of the certificate are:

- To provide a core set of concepts that can be used to frame the essential nature of emergency management.
- To prepare participants to understand and deal, as first and second responders, with the phases of disaster management: mitigation, preparedness, response and recovery.
- To provide immediately useful knowledge to prepare participants to operationalize, coordinate, and lead activities in disaster situations.
- To give certificate candidates the communication and coordination skills needed to operationalize coordination and partnering with other first and second responder organizations, including NGOs.

Admission Requirements: OSSD with six Grade U or M credits, or equivalent; or relevant professional experience; or mature student status.

Academic Management and Governance: This certificate represents a collaboration of the Faculty of Engineering, Architecture and Science (FEAS) and the Faculty of Community Services (FCS), together with the Department of Computer Science and the School of Occupational and Public Health. The Standing Curriculum Committee shall consist of a majority of faculty members (RFA) from those teaching departments and schools within FEAS and FCS contributing curriculum to the certificate. There will be an equal number of RFA members on the committee from both FEAS and FCS. An Academic Coordinator for the *Certificate* will also be appointed.

Certificate and Curriculum Structure: The *Certificate* is built on a framework of core concepts (CCs) presented in courses which address a single idea in multiple and diverse ways. The CCs provide a common understanding of how Ryerson teaches the discipline of emergency management while allowing participants to follow their own interests.

Completion of the *Certificate* requires completion of six, 42-hour courses. The courses are for certificate credit only. All courses in this certificate are new courses which have to be developed. It is recognized that individual students seeking professional development may choose to take a selection of the certificate courses without completing the entire certificate program.

The proposed curriculum consists of the following courses:

1. **Required Course:** *Principles and Practices of Emergency Management or Law of Disaster and Emergency Management* (CC = Principles and Concepts)
2. **Core Course 1:** *Emergency Operations and Incident Management* (CC = Operations)
3. **Core Course 2:** *Critical Analysis of Operations* (CC = Analysis and Assessment)
4. **Core Course 3:** *Emergency Management Planning* (CC = Planning, Management and Leading)
5. **Core Course 4:** *Risk Management* (CC = Hazards and Risks)
6. **Capstone Course:** Field project in an NGO or exercise design activities. (CC = Practice and Participation)

It is recommended that the required course (either *Principles and Practices of Emergency Management or Law of Disaster and Emergency Management*) be taken prior to completing the remaining Core Courses (1 through 4). It is further recommended that the Required Course and all four Core Courses be taken prior to the Capstone, or that the Capstone be taken in conjunction with the fifth certificate course.

Curriculum Delivery: The mode of delivery is primarily on-line. The Capstone will rely on independent study guided by a faculty advisor combined with a limited number of in class discussion/networking sessions.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Certificate in Disaster and Emergency Management

B. Chang School Certificate in Advancing the AODA: Principles and Practices of Accessibility

With the aging of the general population and advances in life-extending medical treatments, disability is becoming more widespread in Ontario. Presently, nearly two million Ontarians (or 15.5%) have a disability, a figure that is increasing. Large numbers of people with disabilities face barriers to social and economic participation, a pressing issue that the *Accessibility for Ontarians with Disabilities Act 2005* (AODA) aims to address. In the interests of fairness and to maximize the productivity of Ontario's economy, it is urgent for human resources and other specialists to take an active interest in how to better accommodate the diversity of workers, learners and customers by creating and maintaining more accessible places of work, learning, commerce and recreation. The proposed six-course certificate is a collaboration between the Chang School and the School of Disability Studies (Faculty of Community Services).

Objectives of the Certificate: The overall objective is to provide university-level education to individuals whose academic and/or career paths would be enhanced by developing the capacity to apply accessibility principles to 'real life' situations in organizations that have obligations under the *Accessibility for Ontarians with Disabilities Act 2005* (AODA). Certificate Goals include:

- To provide knowledge and skills necessary to effectively engage an organization in such a way as to improve the accessibility of that organization to persons with disabilities.
- To provide a broad orientation to conceptions of 'disability' that inform law, policy and practices in the health, social services, human resources and other sectors.
- To provide background on the AODA and enable comparative and critical assessment of the AODA in the context of other accessibility initiatives in other jurisdictions.
- To augment insight into the kinds of barriers that people with disabilities encounter to full participation as valued equals in the social and economic life of Ontario.

- To develop capacity to formulate and articulate concrete strategies for identifying, removing and preventing barriers, drawing from the international experience of effective practices.

Admissions: OSSD with six Grade 12 U or M credits, or equivalent; or mature student status with relevant work experience.

Academic Management and Governance: The certificate will be offered by the Chang School. The academic home of the Certificate is the School of Disability Studies, and the Academic Coordinator will be a member of that School. The Standing Curriculum Committee will ideally have representation from each teaching Department offering courses within the Certificate. The relevant departments/schools include: Disability Studies, Sociology, Philosophy, and Early Childhood Education.

Structure of the Proposed Certificate:

The *Certificate* requires the completion of six courses (42 hours each): Three core courses and three electives. The core courses are:

1. *DST 506: Making Ontario Accessible* (a new course) and
2. a second required course that will include one of the three choices of either a) *DST 501: Rethinking Disability* or b) *INT 902: Disability Issues* or c) *SWP 921 Disability Issues and Social Work Practice*; and
3. *CCV000: Independent Study*, which is the Capstone course.

The elective course offerings will provide students with opportunities to apply accessibility analysis in a discipline or disciplines consistent with the AODA's areas of focus.

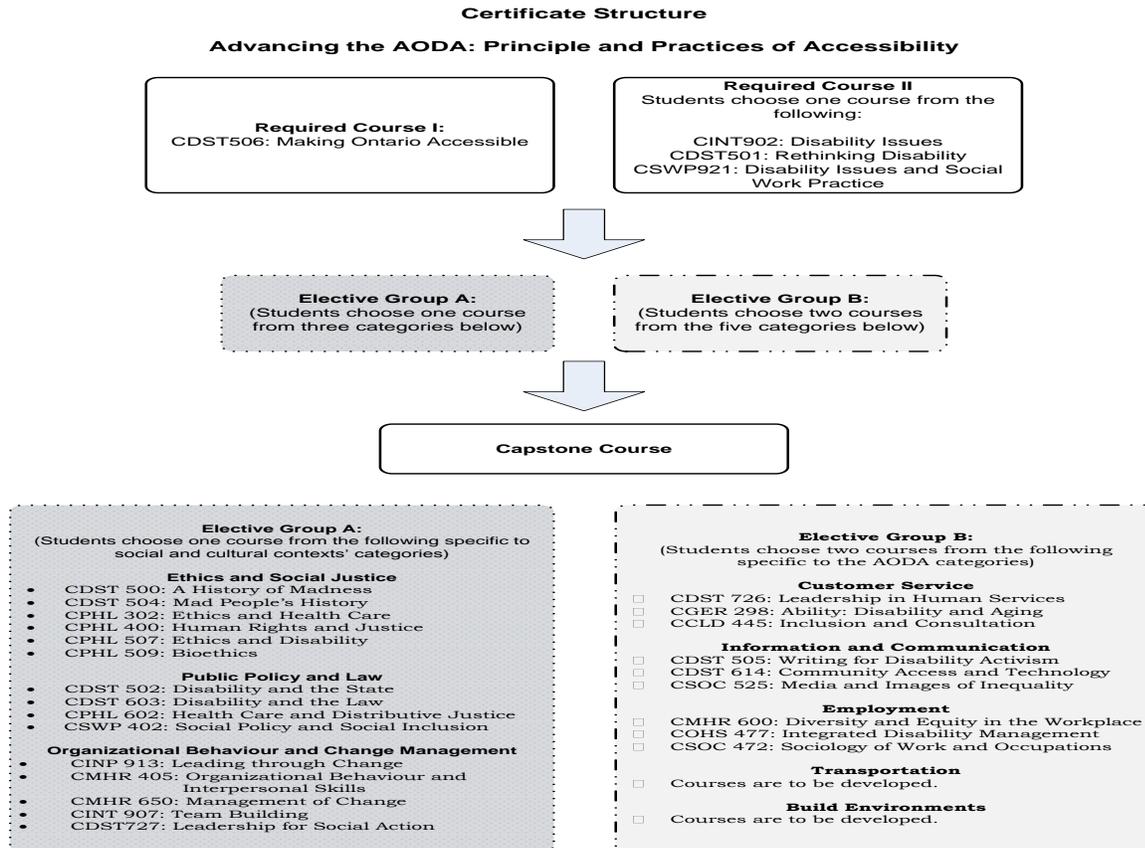
All of the courses other than the Capstone are university degree credit courses. The certificate credit Capstone course, *CCV000: Independent Study*, will require students to engage in accessibility analysis and accessibility planning or another major accessibility-focused project in a selected area of application.

Mode of Delivery: Initially, course offerings will be available on campus and/or online or as hybrid courses. The long-term goal is to mount the *Certificate* so it will be available in a variety of modes that ensure access to this *Certificate* for students across Ontario in order to further the implementation of the AODA.

Pre-requisites in the Electives: There are several courses in the electives package which have pre-requisites. While some certificate candidates will need to complete prerequisites if they choose particular electives, all certificate candidates will have sufficient breadth and choice of electives to progress through the certificate without taking those electives that require

prerequisites. Since certificate CINT902 will serve as a pre-requisite for 5 of the 10 electives which do have a pre-requisites, the constraints should not be overly onerous.

Detailed Curriculum:



It is recommended that students take their Elective Group A courses prior to their Elective Group B courses.

Tuesday, March-01-11

Follow-up Reporting

ASC requests that the program report back on the impact of the pre-requisites in the electives package on student course choice and completion rates. A review of the need for these pre-requisites should be initiated if they appear to impede student completion or if the pre-requisitioned electives are rarely or never chosen.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Certificate in Advancing the AODA: Principles and Practices of Accessibility.

C. Chang School Certificate in Community Engagement, Leadership and Development

Increasingly, many organizations and practitioners in the public and non-profit sectors are being challenged to relate to their communities in ways that go beyond being recipients of information and services. In the last several decades, “community engagement” has gained currency in the literature and in community practice. Community engagement is generally seen as a process that contributes to building community leadership and facilitating community development.

Community practitioners recognize that their organizations are heavily involved in connecting with and mobilizing citizen and community support for positive change. This work is done to some degree based on consciously-held theories of practice. But, this is not systematically the case, and many practitioners in this area are left to their own instincts and learning on the job, without the benefit of formal training or education in the theory and practice of community engagement. Practitioners consulted expressed a strong interest and enthusiasm for the development of a post-secondary continuing education program focusing on community engagement, leadership and development.

The proposed Certificate also has potential synergies with other Ryerson initiatives including the *Spanning the Gaps* program. The Chang School’s *Spanning the Gaps* program attracts many adult students from diverse backgrounds with an interest or involvement in community services but who have little or no former academic training or who need to develop their communications or practice skills.

Goals of the Certificate: The Certificate aims to:

- Provide community practitioners in the public and non-profit sectors with the knowledge and skills necessary to engage citizens and community members effectively in planning, problem-solving, and decision-making processes that improve conditions and address issues related to the social, economic, political and/or cultural well-being of civic and community life.
- Empower community leadership to take greater command of planning and decision-making processes on issues that affect the quality of community life.
- Build capacity among practitioners and citizen leaders to determine the course of planning and development in their communities.
- Enable a wide network of organizations in the public and non-profit sectors at the local, provincial and national levels and across multiple and diverse fields of service to improve the knowledge and skill of their human resource base in a critical area of organizational performance – meaningful and effective working relationships with citizens, communities and their constituencies.

- Contribute to the revitalization of an active culture of democratic participation by strengthening the capacity of community practitioners and their employing organizations to help citizens and communities regain and express their voices in matters that affect their well-being.

Admission Requirements: OSSD with six Grade 12 U or M credits, or equivalent; or mature student status with relevant work experience.

Academic Management and Governance: The certificate will be offered by the Chang School. The academic home of the *Certificate* is the School of Social Work (FCS). The *Certificate* will have an Academic Coordinator and a standing Curriculum Committee composed of representatives from a variety of relevant schools and departments.

Curriculum Structure: The curriculum is designed to address community engagement needs at three distinct levels: the individual adult learner level, the community/organizational level, the societal level. The *Certificate* requires the completion of six courses (42 hours each). The detailed curriculum is shown below. All courses are degree credit courses with the exception of the Capstone, which is a certificate credit course.

Pre-requisites in the Electives: There are several courses in the electives package which have pre-requisites. While some certificate candidates will need to complete prerequisites if they choose particular electives, all certificate candidates will have sufficient breadth and choice of electives to progress through the certificate without taking those electives that require prerequisites.

Modes of Delivery: The Certificate will be delivered by a combination of in-class and distance modes.

Follow-up Reporting

ASC requests that the program report back on the impact of the pre-requisites in the electives package on student course choice and completion rates. A review of the need for these pre-requisites should be initiated if they appear to impede student completion or if the pre-requisitioned electives are rarely or never chosen.

Detailed Curriculum:

All students must take the course CVV000 *Foundations of Community Engagement* at the start of the program, four courses chosen from the following table, and the capstone course CZZ000 *Emerging Issues: Community Engagement, Leadership and Development*. The capstone will normally be taken after CVV000 and the four courses from the table have been completed.

Certificate in Community Engagement, Leadership and Development

Core and Elective Courses (students choose four)

* Students must choose at least two of the three asterisked Core Courses.

Prerequisites are listed in apprentices besides each course, where applicable.

CCMN313: Organizational Problem Solving and Report Writing

CCMN314: Professional Presentations

CCMN414: Interpersonal Communication in Management (Any CMN course or Direct Entry)

CCMN443: Contemporary Intercultural Communication (Any CMN course or Direct Entry)

CCRM322: Ethics in Criminal Justice (CCRM100 and CCRM102)

CCRM402: Criminal Justice and Social Inequality (CCRM100 and CCRM102)

CDST501: Rethinking Disability

CDST502: Disability and the State (DST501 or INT902 or SWP921)

CDST613: Strategies for Community Building (DST501 or INT902)

CFNY407: Community Development and Food Security (CFNY403)

* **CINP913: Leading Through Change**

CINT900: Program Planning and Evaluation Strategies

CINT904: Health Promotion and Community Development

CINT905: Conflict Resolution in Community Services

CINT907: Team Work for Community Services

CINT910: Strong Helper's Teachings

CINT912: Community Development: International Field Experience

CINT914: Settlement Experiences

CINT916: Introduction to Fundraising

CINT917: Urban Community Development

CINT920: Community Collaborations

CKPM202: Fundamental of Project Management

CODG127: Digital Geography Applications in Community and Social Services ((CODG100 and CODG101) or (CODG110 and CODG102))

CPHL334: Ethics in Professional Life (ACS105 or CSSH105 or any PHL course)

CPLE745: Selected Topics in Planning (PLG420 or in UP002 or UP003)

CPSY808: Community Psychology (PSY11 or CPSY105 or CPSY102)

CSOC500: Youth and Society

CSOC609: Women and Human Rights (CSOC104 or SOC105 or CSOC11B or Direct Entry)

CSOC705: Law and Justice

CSWP302: Social Policy: Welfare and Programs (SWP131 or SWP13B or Direct Entry)

CSWP335: Power, Resistance and Change (SWP130 and SWP131)

CSWP402: Social Policy and Social Inclusion (SWP302)

CVFS401: Contemporary Family Issues

CVFS403: Theory and Practice in Family Supports

* **CXXX000: Community Engagement and Development Practices**

* **CYYY000: Engaging Diverse Communities**

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends:

That Senate approve the Certificate in Community Engagement, Leadership and Development.

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Keith Alnwick, Registrar

Diane Schulman, Secretary of Senate (non-voting)

Chris Evans, ASC Vice-Chair, Vice Provost Academic

Robert Murray, Philosophy

Andrew Hunter, Philosophy

Jane Saber, Business Management

Tim McLaren, Information Technology Management

Alexandra Bal, Image Arts

Gene Allen, Journalism

Pamela Robinson, Urban Planning

Jacque Gingras, Nutrition

Jacob Friedman, Mechanical & Industrial Engineering

Noel George, Chemistry & Biology

Cecile Farnum, Library

Des Glynn, Continuing Education

Andrew West, Politics & Public Administration

Jennifer Cartwright, Business Management