

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2013–4; May 2013

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on three items:

- Chang School Certificate in Aboriginal Knowledges and Experiences
- Chang School Review of the Certificate in Food Security
- Chang School Certificate in Entrepreneurship and Multiculturalism

A. CHANG SCHOOL CERTIFICATE IN ABORIGINAL KNOWLEDGES AND EXPERIENCES

1. INTRODUCTION The School of Social Work, Faculty of Community Services, in collaboration with The G. Raymond Chang School of Continuing Education proposes to offer a Certificate in Aboriginal Knowledges and Experiences. The Certificate is a multi-disciplinary exploration, analysis and reflection upon Aboriginal experiences in Canada.¹ This exploration, based in western and Aboriginal epistemologies, aims to develop an understanding of these experiences and relationships from many dimensions: historical, political, social, arts and health. Students will begin or expand their knowledge and understanding of Aboriginal worldviews, develop beginning professional skills in working with Aboriginal peoples and communities and in some cases work towards entry into further post-secondary education through:

- an interdisciplinary approach;
- the knowledge and experience of Aboriginal instructors; and
- innovative Aboriginal approaches to learning and scholarship

The audience for this Certificate includes individuals, both Aboriginal and non-Aboriginal, who seek knowledge about Aboriginal experiences, literature, community relations, health and well-being in Canada. The Certificate will appeal to working professionals from a broad range of community workplaces and professional disciplines that are engaged with Aboriginal communities. The Certificate will appeal to professionals working in the public or private sector in a range of areas including: social work, health sciences, education, policy, law, geography, community leadership, among others.

The curriculum will be developed and taught by Aboriginal scholars, reflecting the Aboriginal lived experience, recognizing there will be extenuating circumstances where this may not be possible. The instructors for the Certificate in Aboriginal Knowledges and Experiences will include representatives of the Aboriginal community both within Ryerson and externally.

¹ Throughout the proposal the terms “Indigenous” and “Aboriginal” are used interchangeably. Both “Indigenous” and “Aboriginal” includes members of First Nations, status and non-status Indians, Métis and Inuit peoples of Canada.

The Certificate in Aboriginal Knowledges and Experiences in Canada has been a dream of many within the Aboriginal community at Ryerson for many years. The Certificate will assist in furthering the goals of Ryerson, the Aboriginal Education Council and the Office of Aboriginal Initiatives to increase the participation of Aboriginal learners in a variety of disciplines in ways that honour Aboriginal values, knowledges and pedagogy.

2. ADMISSION REQUIREMENTS: A goal of the Certificate in Aboriginal Knowledges and Experiences is to allow any individual regardless of their academic or professional background to access the Certificate. Prospective learners will have direct entry into the Certificate in Aboriginal Knowledges and Experiences if they have the minimum of an OSSD with six Grade 12 (including English) U or M credits with a minimum Grade Point Average of 70%; or mature student status. Any individual requiring extra skills to be successful in the Certificate or who does not have a high school diploma or equivalent can apply through the Transitions to Certificate Program or through Ryerson Aboriginal Student Services (RASS). The Transitions to Certificate Program and RASS Summer Access Program provides learners with academic supports to be successful in the Certificate. All individuals who have successfully completed the Transitions program will gain admission into the Certificate in Aboriginal Knowledges and Experiences.

3. OVERARCHING CERTIFICATE GOALS These are to:

- Provide non-Aboriginal learners with the knowledge and skills necessary to effectively engage with Aboriginal communities by broadening the understanding of Aboriginal worldviews, the story of colonialism and its effects on Aboriginal peoples including the impact on gender roles and sexuality, with particular focus on women and Two-Spirited Peoples.
- Provide a broad orientation to Aboriginal experiences in Canada and how Aboriginal peoples have been impacted by laws, policies and practices in the health, social services, human resources and other sectors.
- Provide students with the opportunity to learn Aboriginal lived experiences through curriculum developed and taught by Aboriginal scholars. Teaching will be done from an Aboriginal perspective that fosters learning in a welcoming environment for Aboriginal and non-Aboriginal learners, understanding that there may need to be flexibility in extenuating circumstances.
- Provide a unique and innovative Aboriginal pedagogical model.
- Create a successful transition for Aboriginal learners to post-secondary institutions by creating a welcoming environment that recognizes the value of individual and shared experiences, Aboriginal knowledges and reciprocal learning.
- Assist in the process of Aboriginal individuals empowering themselves to lead and make change in communities.
- Develop a new relationship of truth and reconciliation between Aboriginal and non-Aboriginal people in the community at large that is based on knowledge and respect.
- Further establish Ryerson as a learning environment with embedded and meaningful Aboriginal curriculum available to all learners.
- Position Ryerson to build on its commitment to make a meaningful contribution to the Aboriginal community.

4. CURRICULUM STRUCTURE The Certificate in Aboriginal Knowledges and Experiences consists of 6 courses of 39 hours each of university degree and certificate credit status. The Certificate will have courses on Aboriginal experiences in a variety of areas. There will be two required interdisciplinary courses that will ideally be taken before elective courses. The required courses are: CINT XXX

Introduction to Aboriginal Worldviews and *CINT YYY Canada's Story from an Aboriginal Perspective*. The courses offer students an introduction to Aboriginal worldviews and experiences in Canada. All other courses in the Certificate will complement the learning from the two required courses. Within Aboriginal worldviews, there is an understanding that teachings are offered to people on the same topic several times over in many different ways. This is because each time a particular teaching is passed on, a person picks up more of it than they did the time before and remembers more each time. In keeping with this belief about teaching and learning, the topics of Aboriginal worldviews and stories will be reinforced in the electives in order to develop deeper understanding for learners. Each instructor will deliver this content in their unique way with a diversity of course materials through the particular lens of the discipline or area they are teaching in. The proposed elective courses are not all of the courses offered at Ryerson that relate to Indigenous peoples but are a collection of courses that have been grouped together to allow students to get an introduction to Aboriginal worldviews in a variety of disciplines. A course that has the essential components of a traditional capstone course has been developed as the elective *CZZZ Aboriginal Knowledges in Practice*.

Required Courses

CINT XXX INTRODUCTION TO ABORIGINAL WORLDVIEWS (NEW)

This course is designed to provide students with an introduction to Aboriginal worldviews in Canada with reference to Aboriginal worldviews globally. Students will be introduced to Aboriginal perspectives, including values and spirituality, which were used to build societies thousands of years ago. It will include an exploration of what constitutes "valid" knowledge, how knowledge shapes identity and how it influences the lives of Aboriginal peoples today. The role of worldviews as the basis of social justice and transformative change for today and the future will be taken up with the message that Aboriginal/ Indigenous knowledges can be of value to all people of the world.

CINT YYY CANADA'S STORY FROM AN ABORIGINAL PERSPECTIVE (NEW)

This course will explore the background of Aboriginal peoples from the time of creation, through the processes of colonization, its present impacts and resistance to such impacts. It will address the arms of colonization such as the Indian Act, residential school system, child welfare and education. Aboriginal peoples' survival, resistance and healing will also be a major component to this course.

Elective Courses

The Certificate's elective offerings draw from the interdisciplinary strengths of Ryerson's Faculty of Community Services, Faculty of Arts and Faculty of Communication and Design. The elective course offerings provide students with opportunities to focus on specific areas of concentration, although some courses will be interdisciplinary even though they focus on a specific population with Aboriginal communities. Alternatively, the principle behind the broad range of electives in multiple areas is that Aboriginal worldviews and experiences can be learned through many disciplines at the University where Aboriginal curriculum and approaches to learning are embedded into the courses. A number of the elective courses provide an overview of the unique situation of Aboriginal communities in Canada relevant to a particular discipline, such as social work, early childhood education, child and youth care, nutrition, and governance. As Ryerson University expands the availability of curriculum embedded with Aboriginal perspectives, the range of electives will grow. The common component of the elective courses is that each will:

- Involve Aboriginal teaching methods including a circle approach to classroom set up and learning through valuing other people's experiences;
- Have curriculum developed by and taught by Aboriginal instructors and community members;

- Yield outcomes consistent with the learning outcomes of this Certificate; and
- Be reviewed by the Aboriginal Education Council.

CCLD 450 INDIGENOUS EARLY LEARNING

Students explore issues confronting Indigenous children and their families in Canada. Indigenous perspectives on the origins of these issues and the current environment are examined in the context of Indigenous self-determination. Course work focuses on issues from a national, provincial, and local perspective with discussions about world view, history, families, policy, and jurisdictional issues.

CCYC 905 CHILD AND YOUTH CARE FROM AN INDIGENOUS PERSPECTIVE

This course addresses the history of abuse and oppression that continues to impact on the wellbeing of Aboriginal children, youth and families. Students will be presented with approaches to working with Aboriginal young people that are culturally sensitive and draw on Aboriginal ways of being. From this course, it is hoped that students will be able to enrich their practice by gaining an understanding of partnership models for care, intervention and service delivery.

CENG 203 THE LITERATURE OF NATIVE AMERICAN PEOPLES

How has colonialism impacted Aboriginal cultures, and how have Aboriginal peoples used texts to pose challenges to colonialism and to preserve and retell traditional stories? Using contemporary literature by Aboriginal and First Nations writers from Canada, the United States, Australia and New Zealand, students will address these and other important socio-political questions, examine wider literary and theoretical issues, and consider questions regarding cultural identity. Texts will include fiction, poetry, drama, non-fictional writing, film and music.

CENG 511 THE ART OF WRITING LIFE

This course examines a variety of life-writing genres including the diary, letter, autobiography, memoir, and biography. By sampling a range of texts (both print and electronic) throughout history, students will explore diverse ways in which writers express their private and public stories about life and self. Students will gain an understanding of life-writing theory which can be used to rethink the relationships between gender and genre; fact and fiction; and art and artlessness.

CFNY400 SELECTED TOPICS IN FOOD SECURITY: INDIGENOUS PEOPLES FOOD SYSTEMS

This course introduces students to Indigenous Peoples' food systems and nutrition issues. Using food security as a framework for discussion, food availability, accessibility, adequacy, and acceptability will be discussed in the context of historical and current Indigenous food systems. Through lectures and class discussions, topics covered include: colonization and reconciliation; Indigenous peoples and indigeneity; oral history; the social determinants of health; emerging health trends; food policy, community nutrition, and Indigenous food sovereignty.

CINT 910 FIRST NATIONS ISSUES

This course is a one-week intensive elective interdisciplinary course, and requires the student to keep at pace with course expectations. The course will provide students with an introduction to issues confronting Aboriginal Peoples in Canada through an examination of public policy. Central to this course is an examination of Aboriginal Peoples' experience with colonialism, oppression, and the struggle for self-determination. The impact of Canadian public policy on Aboriginal Peoples will be examined in-depth, with a focus on residential schools, child welfare, urban issues, intergenerational trauma, Aboriginal worldview, healing, and developing partnerships/alliances with Aboriginal communities. Students will be expected to critically examine issues confronting Aboriginal Peoples from their discipline/profession perspective.

CMWF 108 ABORIGINAL CHILDBEARING

This course explores Aboriginal history, experiences and expressions of power as they relate to Aboriginal women and childbearing. An anti-colonial lens will be used to explore Aboriginal understandings of community, relationships, ways of learning and moving in the world. Aboriginal models of teaching and learning will be used to explore these topics, with an emphasis on self-reflection, critical thinking and decolonizing understandings of

history, experiences and ways of seeing the world. Students will examine the realities that Aboriginal peoples face in their current lives and the colonial root causes, as well as the current systems and institutions that contribute to the socio-economic and health disparities that exist for Aboriginal families and communities. The course will also discuss intergenerational repercussions of colonialism and attempts at assimilation. Of particular note, is an exploration of the tools Aboriginal families have developed to rebel and resist, how Aboriginal women negotiate their power, or lack thereof, and how those things are connected to resiliency. Lastly, the course will challenge non-Aboriginal peoples to consider their role as allies.

CNPF xxx ABORIGINAL VISUAL/MEDIA CULTURE IN CANADA: REPRESENTATION AND MIS-REPRESENTATION (NEW)
The image of “the Native” has historically been used in western popular culture and media as a device of social and political control designed to marginalize, romanticize and assimilate indigenous cultures. This course will examine the historical misrepresentation of Aboriginal people and culture, as well how Aboriginal artists and cultural producers have subverted, critiqued, challenged and changed the perception of Aboriginal people through the media of film and photography.

CPPA 124 INDIGENOUS POLITICS AND GOVERNANCE

This is an introductory course which will examine the social, political, and historical context of Indigenous peoples and politics in Canada. It will examine the evolution of Indigenous political mobilization, key challenges, flash points, and current issues. Laws and policies impacting Indigenous peoples and communities will also be examined in light of their impact on current political structures within Indigenous peoples and communities.

CSWP 925 STRONG HELPERS’ TEACHINGS

This course builds upon the content and learning from Aboriginal Approaches to Social Work. It will provide students with an understanding of an anti-colonial theoretical framework when working with Indigenous peoples and communities. Students will examine how social policies and research inform practice with Indigenous peoples, with an emphasis on self-determination/sovereignty and Indigenous research methodologies. They will gain a deeper understanding of the strengths of Indigenous worldviews in helping others and address how they can integrate these into their practice.

CSWP 933 INDIGENOUS HEALTH & WELL-BEING

Indigenous health and wellness will be explored through the decolonizing theoretical framework of the Anishinaabe Medicine Wheel - a balance of physical, mental, emotional, and spiritual well-being. The health status of Indigenous peoples of Turtle Island (North America), and more specifically Aboriginal peoples of Canada will be discussed through a social and political determinants of health lens. The course will also focus on promising health promotion practices and programs.

CZZZ ABORIGINAL KNOWLEDGES IN PRACTICE (NEW)

This course provides an opportunity for students to integrate and apply the knowledge and skills they have acquired through previous Certificate courses. The course is individually tailored to students’ learning objectives and provides opportunities for students to engage in focused, scholarly research and project work from an Aboriginal Knowledges and Experiences perspective. There will be ongoing consultation between the student and course instructor.

5. DELIVERY MODE The proposed certificate will be delivered on campus with the option of extending course delivery to community sites as required. After the certificate has been launched and evaluated, the decision to offer courses via distance education will be reviewed. Electives may be delivered over time on campus, and in distance or hybrid formats.

The following delivery modes will be explored:

- 12 weeks - once per week for 3 hours during the evening
- Intensive format - 5 days

- Modified Intensive format – includes weekends and possibly evenings.

The courses will include teaching methods such as lecture, discussion, peer teaching, oral presentations, experiential activities, audio visual materials, guest speakers and agency visits. The evaluation mode for students will reflect current practices of the various participating schools and departments and will depend on the curriculum selected and includes written assignments, written exams, oral exams, reflective journals, presentations, participation among others.

6. LIBRARY RESOURCES Students enrolled in the Certificate in Aboriginal Knowledges and Experiences will have access to the print and electronic materials available through the Ryerson University Library. Academic Departments contributing courses have expanded their offerings of monographs, journals, recordings and electronic resources in recent years, with a particular emphasis on the subject areas of the course offerings to be included in the Certificate in Aboriginal Knowledges and Experiences.

7. SOCIETAL NEED The creation of the Certificate comes from a response from the Aboriginal community at Ryerson which has focused on the need for changes in the curriculum, physical spaces and pedagogy of university programming. Effective post-secondary education for Aboriginal Peoples needs to be driven by Aboriginal needs, values and vision and be based on respectful relationships. There is a need for culturally relevant programming that is developed by Aboriginal peoples and offered to both Aboriginal and non-Aboriginal students that recognizes intergenerational trauma and linkages to colonization, including poverty.

One important need which will be addressed by the Certificate is a place to create and expand awareness of Aboriginal experiences in Canada that welcomes all learners. The Certificate in Aboriginal Knowledges and Experiences will provide non-Aboriginal learners with the opportunity to hear about Aboriginal experiences and worldviews. This is a crucial step in increasing the awareness of common experiences for Aboriginal Peoples and what those experiences have meant to different individuals. For individuals who regularly interact with Aboriginal Peoples through their professional work, this understanding is crucial.

The Certificate has two functions in regards to employment. First, the Certificate acts as a career builder by inviting a range of individuals without post-secondary education into University. The Certificate can support individuals in applying for a variety of degree programs after completing the Certificate and gaining confidence in ones' self and in the University, that it provides curriculum appropriate for Aboriginal learners. The Certificate will also function as a career changer or enhancer. In terms of career opportunities, it is anticipated that this Certificate Program will appeal to public and private sector professionals in various fields where knowledge of Aboriginal experiences would be of benefit including: ECE, health sciences, community services, the business sector, and education.

RECOMMENDATION

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

That Senate approve the Certificate in Aboriginal Knowledges and Experiences

B. REVIEW OF THE CHANG CERTIFICATE IN FOOD SECURITY

1. INTRODUCTION The G. Raymond Chang School of Continuing Education presents a Review of the Certificate in Food Security. The academic home for the program is the School of Nutrition and within the School, the Centre for Studies in Food Security which provides support and advice to the program and was the driving force in the initial development of the Certificate. Through the centre's research, international conferences and consultations on food security, its members realized that there was a pressing need for education and thoughtful reflection on issues of food security. As a result, the certificate program was developed in 2002 through the collective efforts of the Centre for Studies in Food Security, the School of Nutrition, the Chang School, and Ryerson International.

The reasons for a certificate in food security have not changed since the initial certificate was proposed. If anything, the need is even greater today, especially in Canada. In May 2012, the UN Special Rapporteur for Food Security and the Right to Food, Olivier de Schutter, visited Canada on a 10-day mission to assess Canada's performance on meeting its commitments to the food security of its citizens. His recently published report and subsequent delivery of its findings to the UN Committee for Human Rights in Geneva on March 4, 2013 provides a depressing picture of significant poverty and food insecurity across Canada and in particular among indigenous communities.² In addition, Food Banks Canada (2012) stated that:

*"...The need for Canada's charitable food assistance programs grew in 2012, and they are now assisting more people than ever. In March of this year, 882,188 people received food from a food bank in Canada. This is an increase of 2.4% over 2011, and is 31% higher than in 2008, before the recession began."*³

Given this state of food insecurity described by de Schutter and Food Banks Canada, the relevancy of having a certificate in food security seems obvious and underlines the need to ensure the country's capacity to address food insecurity is available across all sectors at community level right up to national level. However, the relevancy of the certificate goes beyond the domestic sphere to encompass food security globally. Currently, over 850 million people are chronically undernourished worldwide.⁴ This is why the certificate was originally envisaged as an international program that would explore how to address food security challenges not just in Canada but also internationally, particularly in the less economically-developed nations of the global south.

The certificate is aimed at students who are post-baccalaureate and/or have been working for several years in the civil society and public sectors and already have a strong academic and/or professional set of skills and practical experience. The program also very effectively serves those working in the private sector, particularly farmers, urban agriculturalists, members of food service industry etc. The program attracts people from these fields because many in the private sector are very concerned about food issues and want to strengthen their knowledge of food security. This is in order to begin transforming their businesses and livelihoods and so contribute to improving their personal food security and that of

² United Nations Human Rights Council (2012). *Report of the Special Rapporteur on the right to food,*

² *Olivier De Schutter: Addendum – Mission to Canada.* Human Rights Council 23rd Session, 24 Dec 2012.

A/HRC/22/50/Add.1

³ Food Banks Canada. (2012). *HungerCount2012.* Toronto, ON: Food Banks Canada

⁴ FAO, WFP and IFAD. (2012). *The State of Food Insecurity in the World 2012. Economic growth is necessary but not sufficient to accelerate reduction of hunger and malnutrition.* Rome, FAO.

their community. They are part of a growing food movement in the private sector that want to be more socially and environmentally responsible as regards food security in their business operations.

Many students in the program also use it as a “stepping stone” to a graduate degree in a field relevant to food security (e.g. Master’s in Public Health, Masters in International Development, Masters in Environmental Sustainability, etc.). Often, some of the courses in the food security certificate are used as credit transfers for the course component of a master’s degree.

The certificate is not the only program online globally, although it is unique in North America, and so effort will be focused on more clearly defining its goals and carving out a definitive niche to ensure its future success. There is already a cadre of graduates working on food issues in a diversity of situations which is raising the program’s profile as several graduates are in well-known organizations such as the World Food Program and at a local level, Local Food Plus in Toronto, Fresh City Farms and The Stop Community Food Centre etc. The program is at a tipping point where the presence of a few more graduates working in the community will hopefully firmly establish the program’s reputation and value.

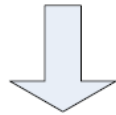
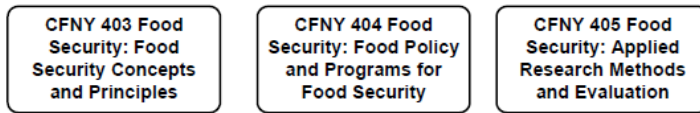
2. OVERARCHING PROGRAM GOALS AND LEARNING OUTCOMES Based on research of existing programs and types of organizations undertaking food security work, the certificate has been designed to provide learning opportunities that are mainly relevant to the civil society sector and public sector agencies. The program’s goal is not to train food security experts but to provide program certificate participants that have diverse personal and professional aspirations in the civil society and public sectors with a suite of skills and knowledge concerning food security to add to their current skill set. This is to enable food security thinking to permeate through the decision-making in a wide range of fields. In addition, decision makers need to understand that to effectively address food security requires integration of policies and activities across sectors rather than thinking in silos. Although, the focus of the program is primarily on civil society and public sectors, it also has relevance to the private sector, in particular those involved in food production and other aspects of managing food systems with a goal of creating healthier more sustainable and resilient food systems. Students are provided with the skills to explore analytical frameworks that will enable them to facilitate connections across sectors and so develop integrated policies on food security and identify the actions to fulfill them.

In order to meet these overarching goals, the program has specific learning outcomes with regard to skill building and knowledge acquisition. Certificate graduates are able to:

- Clearly articulate food security, and its relationship to the food system, food policy, health promotion concepts and social justice;
- Assess and monitor the food security of individuals, households, communities and nations and identify the factors contributing to a particular state of food security;
- Identify promising practices for promoting food security within Canada and internationally;
- Create planning processes for food security program development that are collaborative, inclusive, and holistic in their approach;
- Design effective integrated programs, services and/or policies to promote food security;
- Evaluate the effectiveness of food security programs and policies;
- Identify and plan actions to improve and strengthen local food systems, particularly in urban areas and so contribute to their sustainability.

3. CURRICULUM STRUCTURE

Certificate In Food Security Curriculum Structure



Elective Courses
Select 3 of the following:
*(Students may select **only one** of CFND 401 or CSOC 808)*

CFND 401 Foods: Social and Cultural Dimensions of Foods
CFNF 100 Family Studies: Families and Health
CFNN 111 Nutrition: Nutrition for Nursing Practice
CFNP 400 Professional Practice: Reflective Practice
CFNR 400 Research Methods: Independent Study
CFNY 400 Food Security: Selected Topics in Food Security
CFNY 406 Food Security: Economics of Food Security
CFNY 407 Food Security: Community Development and Food Security
CFNY 408 Urban Food Security
CFNY 409 Food Security: Gender and Food Security
CINT 912 Interdisciplinary Studies: Community Development; International Field Experience
CSOC 808 Sociology: Food and Foodways
CVFN 233 Food Security: How Safe is our Food?
CVFN 410 Food Security: Understanding Urban Agriculture
CVFN 411 Food Security: Dimensions of Urban Agriculture
CVFN 412 Food Security: Urban Agriculture Types
CVFN 413 Food Security: Urban Agriculture Policy-Making

Certificate graduation requires completion of three core courses and three electives. For distance students, there is a choice of 10 electives and for Ryerson students in degree programs, there are nine in-class electives as well. Given that food security is expressed differently in different political, socio-economic, cultural and geographical contexts, the elective format of the online CFNY courses is designed to allow students to tailor the certificate to their reality. Such choice allows students to tailor the certificate to their needs.

The Centre for Studies in Food Security's design of the curriculum is based on the concept that there are five major components to food security:

- 1 Availability: sufficient supplies of food for all people at all times

- 2 Accessibility: physical and economic access to food at all times
- 3 Acceptability: food should be culturally and nutritionally acceptable
- 4 Appropriateness: food is derived from a food system that is sustainable
- 5 Agency: identification of the policies & actions that will achieve food security

Required courses are delivered online:

- *Principles and Concepts in Food Security* (Foundation course CFNY403)
- *Food Security Policy and Programs* (CFNY404)
- *Applied Research Methods and Evaluation* (CFNY405)

Many elective courses are also delivered online, including:

- *Selected topics in food security* (CFNY400)
- *Economics of Food Security* (CFNY406)
- *Community Development and Food Security* (CFNY407)
- *Urban Food Security* (CFNY408)
- *Gender and Food Security* (CFNY409) – also in-class sessions in summers 2013 and 2014
- *How safe is our food?* (CVFN233)
- *Understanding Urban Agriculture* (CVFN410)
- *Dimensions of Urban Agriculture* (CVFN411)
- *Urban Agriculture Types* (CVFN412)
- *Urban Agriculture Policy-Making* (CVFN413)

Elective courses from degree programs that are delivered in-class include:

- *Foods: Social and Cultural Dimensions of Food* (CFND401)
- *Family Studies: Families and Health* (CFNF100)
- *Nutrition: Nutrition for Nursing Practice* (CFNN111)
- *Nutrition: Indigenous Food Systems in Canada* (CFNY400)*
- *Professional Practice: Reflective Practice* (CFNP400)
- *Research Methods: Independent Study* (CFNR400)
- *Interdisciplinary Studies: Community Development: International experience* (CINT912)
- *Sociology: Food and Foodways* (CSOC808)

*This is a new course and will be running in the fall of 2013

4. DELIVERY MODE A unique aspect of the program is its delivery online that provides interactions between students on a global scale. Students learn about current real-world situations in food security that would not be available in a classroom in the same way. For example, a number of Canadian students in the program have been based in other countries on international development and food aid programs. This has allowed these students to share their experiences with their counterparts in Canada who have never had the opportunity to undertake such activities.

It is not just students who are on actual development projects that enrich the learning environment. There have been students living in other countries in a different cultural context that have been able to share a very unique perspective on food security. For example, there have been students based in Australia, Austria, England, Dubai, Italy, The Caribbean, Mexico, Japan, New Zealand, and South Korea. This allows for a rich diversity of food security experiences which can be shared among classmates. The other important outcome of this shared learning across the internet is the realization about how food connects everyone globally and actions taken in one place profoundly impact on people's food security a world away.

The program has a vibrant experiential online learning environment with interactive course content. Students also must go out into their community to undertake research and often engage in collaborative group tasks online. Many students are based internationally and so bring their diverse experience to bear on food security issues, which enriches their learning experience. Instructors often run real-time sessions as well to provide a more rewarding learning experience for students. In addition to the rich interaction through sharing of knowledge, skills, and experience between students, the program has also developed an experiential learning environment through collaborative group work, real-time sessions, case studies and role playing in a virtual environment, and practical research studies.

Investment in the design of online courses is very important. It is not sufficient to simply have content provided by a subject matter expert; it requires design of an innovative learning space that uses the content in a way that encourages students to explore the topic rather than sit passively and read about it. The role of the instructor also changes in an online environment and becomes one of a facilitator and guide for the student so that she/he can develop their skills in individual learning.

6. GOVERNANCE The academic home for the certificate is the School of Nutrition. The academic coordinator (AC) sees to the day-to-day running of the program. An external advisory committee has recently been established which consists of members of institutions from outside the university linked directly and indirectly to food security issues. The external advisory committee will provide input on the relevance of the program's goals and course content to the wider community it serves. Instructors in the certificate are all CUPE 2 and must have a master's degree and at least three years' experience in food security or a closely related field.

7. ADMISSION POLICY An undergraduate degree in any field, or approval of the academic coordinator and five years of professional experience in a field relevant to food security work, or approval of the academic coordinator and three years' Baccalaureate study with a clear academic standing (at least a C average or GPA of 2.00) is required. This admission policy is in line with the admission policies for other certificate programs at a post-baccalaureate level.

8. STUDENT REGISTRATIONS AND GRADUATION Continuing education students comprised 78 - 85% of all students in the program from 2006 to 2012. Over 30% were involved in community food initiatives. Forty percent joined the program for career advancement. Since 2002, student registration, graduations

and course revenue have risen dramatically. Registrations in the foundation course (CFNY403) increased from under 60 in 2006-07 to over 140 in 2011-2012. The other core courses rose from under 20 students before 2008 to 33 to 45 since then. Electives have stabilized at 15-20 students. Registrations in urban agriculture jumped following the international Urban Agriculture Summit at Ryerson in 2012. Sixty-six students have graduated since 2002.

When total registrations are broken down into the individual registration figures for courses, the picture is somewhat different. The foundation course (CFNY403) shows a large increase in registrations which translates into a range of students between 10 and over 40 students taking other courses. The core courses, Food Security Policy and Programs (CFNY404) and Applied Research and Evaluation (CFNY405), also show an increase in student numbers in line with the increase in the foundation course, CFNY403. These two courses have regularly had student numbers above 20 since 2008 and in the past two years the numbers have ranged between 33 and 45. Electives do not show a significant rise in registrations but intake has stabilized at around 15-20 students per course. This may be because new courses in urban agriculture were added in 2007-08. Prior to the development of urban agriculture courses, only three to four courses ran per session, now there are five. There are also a number of students that only take the foundation course to fulfil their requirements for their degree programs within Ryerson or at other universities. A certain numbers of students also drop out because they find the online learning environment does not suit them.

There has been a steady increase in the number of students graduating from the certificate (from 5 in 2005/2006 to 15 in 2011/2012). This is the result of an increase in students registering for the Certificate in Food Security (from about 20 in 2007/2008 to over 60 in 2011/2012) rather than just registering for individual courses. The vast majority (close to 80%) of certificate registration are by continuing education students.

Approximately 40% of students in a survey sample said they were explicitly using the program as a means to further their professional options and/or complete degrees. Among the 40% who were entering the program to further their professional goals and complete a degree; there was a strong interest in a graduate program in food security.

9. SOCIETAL NEED The review has highlighted that the program fits societal needs in Canada and internationally. The program's success is dependent on graduates being able to utilize their new knowledge and skills professionally. The program is "ahead of the curve" and the government, non-government and private sectors need to be made aware of the value of engaging people who can bring food security ideas into policy-making. Therefore, the program will be increasing its connections with potential employers. In addition, there will be a need to provide a more professional designation of food security skills as the challenges grow in trying to address food insecurity. Accordingly, there will be exploration of Professional Masters Diploma to complement the current Food Security Certificate to meet societal needs for increasing professional skills in this sector.

In 2012 it was decided to tap into the potential of social media and design a Facebook page.⁵ The objective was to make the program known by providing an information service about food issues and acting as a focus for discussion of the major challenges in food security in Canada and globally. Since that time, it has acquired 437 followers with a reach of over 4,000 people each week via these followers.

⁵ Ryerson University's Food Security Program: <https://www.facebook.com/RyersonFoodSecCertificate>

The numbers attracted to the page are increasing weekly because of the diversity of information available on food security.

The Facebook page is seen as serving societal needs by providing the latest news and information on advocacy, research and policy development in food security. This digital information service adds to the program's ability to serve the wider community of interest in food security outside Ryerson.

10. PARTNERSHIPS WITH LOCAL, NATIONAL AND INTERNATIONAL ORGANIZATIONS In order to facilitate connections, the program has formed, and is in the process of forming, partnerships with local and international community organizations and academic institutions (e.g., *Everdale Farm Institute and the Black Creek Community Farm Project, in Toronto; The Resource Centres on Urban Agriculture and Food Security (RUAF), the Netherlands*). The creation of such partnerships and development of new ones is fundamental to maintaining the relevance of the program and its ability to serve societal need. The program hopes to play a role in facilitating linkages across sectors and countries and so assist in development of appropriate policies on food security at multiple levels from local to international.

One of the past projects the program was linked to is a good example of how sharing knowledge and instructional frameworks across countries can contribute to food security. Under the project "Building Capacity in Food Security in Brazil" (2004-2010), funded by the University Partnership for Cooperation Program (UPCD) of the Canadian International Development Agency (CIDA), the Centre for Studies in Food Security worked with Brazilian colleagues to develop Portuguese versions of four courses from the current Food Security Program. The courses modified from the current program and translated into Portuguese were the foundation course, *Principles and Concepts in Food Security* (CFNY403) and two core courses; *Food Security Policy and Programs* (CFNY404) and *Applied Research Methods and Evaluation* (CFNY405). One elective was also adapted, *Gender and Food Security* (CFNY409). The outcome of the cooperative effort with the Reference Centre for Food and Nutrition Security in Rio de Janeiro was:

189 students completed the foundation course (CFNY403);

99 students completed the Food Security Policy and Programs (CFNY404);

44 students completed the Applied Research Methods and Evaluation in Food Security (CFNY405);

69 students completed the Gender and Food Security (CFNY409); and

27 students completed all four courses.

The courses have also served as the basis for a post-degree graduate program in Food and Nutrition Security at the State University of Ceará. In addition, the foundation course in *Principles and Concepts in Food Security* was offered in-class to 34 Angolan students in Huambo, Angola, in January 2008.

11. COMPARATOR CERTIFICATES AND PROGRAMS Currently, the certificate program is the only online post-baccalaureate program of its kind in Canada with the breadth of subject matter it covers in food security. There are other online programs but they are more narrowly focused on local food systems, whereas the program at Ryerson is more international in scope. However, at McGill and Waterloo Universities, there are strong degree programs in Global Food Systems that may well lead to development of online programs. On a global scale, there are other programs developing or already running, which are potential competitors. For example, the United Nations Food and Agriculture Organization have partnered with the Open University of Catalonia to produce an online international program in food systems. With the growing development of programs to address food security in North America and wider afield, it is crucial that the Chang School carves out a distinctive niche for itself in food security capacity building.

12. DEVELOPMENT PLAN Food security is a fast developing discipline. New knowledge and initiatives in sustainable food systems to strengthen food security are appearing daily and there is an urgent need to ensure courses remain current. Five courses will be redeveloped:

- *Principles & Concepts in Food Security* (CFNY403) foundation course, – major redevelopment in 2013
- *Understanding Urban Agriculture* (CVFN410) – minor redevelopment in 2013
- *Urban Agriculture Types* (CVFN412) – significant redevelopment in 2013 or early 2014
- *Community Development & Food Security* (CFNY407) – significant redevelopment in 2014
- *Gender & Food Security* – significant redevelopment in 2014

When the program was first designed; the “lion’s” share of innovation was happening in the “global south” in response to the challenges facing poorer countries as regards hunger and food insecurity. This is no longer true; most of the students live and work in North America. Therefore, in the redevelopment of the program courses, a greater emphasis will be placed on taking into account these new developments and increase the relevance of program content for students. It is not a matter of reorienting the program to the North American context but ensuring that there is due notice taken of the recent innovative work on sustainable food systems at the urban scale that is emerging from research and practice in Canada, the USA and Europe. The aim will be to more carefully balance cases and approaches from the “north” and “south” to better reflect what is happening globally. There is also a need to more clearly define the program’s goals in the light of potentially growing competition from other programs in food security.

In addition to continuing the partnerships and initiatives with local and international community organizations and academic institutions, as noted above, other planned initiatives include:

- a) Intensive urban agriculture workshop/course: exploring the possibility of running an intensive in-class urban agriculture course for people who want to engage in urban food production on a personal or entrepreneurial level in the spring/summer session of 2014.
- b) Linkages with professional associations: making contact with professional associations such as the Canadian Institute of Planners; Canadian Association of Social Workers; Canadian Society of Landscape Architects; and Canadian Nutrition Society, etc. that encourage their members to upgrade with continuing education courses.
- c) Links with international development organizations: approaches will be made to the Canadian International Development Agency and other major international development agencies to explore the possibility of providing intensive 5-day workshop courses on food security and community development for their international project staff.
- d) Career development for students: the program will be exploring how to market its graduates. This initiative meets the growing needs of the students who want to pursue employment where they can apply their skills and knowledge in food security.
- e) Professional Masters Diploma: explore creating a graduate diploma program, which will form part of a laddered accreditation process from certificate hopefully to a professional master’s degree.

f) Journal: Ryerson Studies in Food Security: The Centre for Studies in Food Security is starting a new open-access online journal as part of the digital commons development at Ryerson. Certificate program students who have written exceptional research papers for their courses will be able to publish them through this peer-reviewed journal.

RECOMMENDATION

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

That Senate approve the Review of the Certificate in Food Security

C. CHANG SCHOOL CERTIFICATE IN ENTREPRENEURSHIP AND MULTICULTURALISM

1. INTRODUCTION

The new Certificate in Entrepreneurship and Multiculturalism is to be offered jointly by the Ted Rogers School of Business Management (TRSBM) and the G. Raymond Chang School of Continuing Education (TCS) in accordance with their respective 5-year plans and Ryerson University's mission. The Department of Entrepreneurship and Strategy at the Ted Rogers School of Business Management (TRSBM) will be the academic home for the certificate.

Research shows that the multicultural community, a reflection of Canada's progressive immigration policies, will continue to grow and outpace the historic profile of Canada. This emerging cohort is more educated than previous generations and has a greater desire to start new ventures. The Certificate in Entrepreneurship and Multiculturalism will not only assist this cohort in realizing its objectives faster, it will also provide the advancement of knowledge and learning to those entrepreneurs who wish to provide products and services to multicultural groups.

Currently there is no institution in Canada that provides entrepreneurial professional development with a particular emphasis on the multicultural cohort. None of the examined programs catered to immigrant entrepreneurs. Not only does this build on the growing immigration cohort and the entrepreneurial prospects of the cohort but also it reinforces the existing strong multicultural student population evident at Ryerson University. This is a key differentiating factor for the certificate, positioning the certificate as unique among all other entrepreneur related certificates at both the college and university levels. Building on Ryerson University's own multicultural graduate base, the certificate will provide students with an opportunity to learn more about building new businesses in this growing market.

In addition to being the only certificate in Canada that will be positioned as a multicultural option, a new course developed for the certificate, CZEN 300 Multicultural Opportunities, will employ the "Lean Launchpad" concepts that were successfully deployed in the Digital Specialization Program's EID 500

course, Digital Entrepreneurship and Innovation, at Ryerson University. The Lean LaunchPad is a program available at only one other Canadian University, Dalhousie, is taught at Stanford University, University of California Berkley, Columbia University, California Institute of Technology, and adopted by the National Science Foundation. This experiential program allows students to not only study entrepreneurship but to engage in the process as well. The course will be customized to meet Ryerson University's specific academic needs.

In the current economic climate, there is a growing demand from people who need to develop entrepreneurial skills to start their own business, to grow their existing business, or to apply these skills in other management contexts. This certificate will focus on a wide variety of specific skills and issues important to adult learners running small businesses.

A Program Advisory Council (PAC) to the Certificate in Entrepreneurship and Multiculturalism has been established to provide advice on a variety of matters related to the growth and maintenance of the certificate. The Advisory Council includes entrepreneurs who have diverse multicultural backgrounds. The PAC involvement and recommendations are intended to enhance program planning processes by identifying current and future needs of entrepreneurs in Canada, and equally important, by collaborating in a supportive role with the Ryerson Standing Curriculum committee to ensure that curricula are current and relevant.

If approved, the Certificate in Entrepreneurship and Multiculturalism will launch in Fall 2013.

2. TARGET AUDIENCE

The main target audience is the growing immigrant population, both new and existing, which represents the largest emerging entrepreneurial sector. A secondary audience is people thinking of, or who have recently launched a small business and need entrepreneurial and small business skills such as developing business and marketing plans. Another interested group will be business owners wanting to grow or improve a current business, particularly those who see the growing multicultural cohorts as a prime target. Finally, other managers, such as in the non-profit sector, may want to develop skills in the area of entrepreneurship.

The structure of the certificate program is designed to cater to students of diverse backgrounds who represent the many multicultural cohorts that the Chang School supports and who wish to start, or grow, a venture. These students can be as diverse as Health Care and IT Professionals, Graphic Designers, Athletes, Artists, Dancers, Architects, and Engineers.

3. ADMISSION REQUIREMENTS

O.S.S.D. with six Grade 12 U or M credits, or equivalent; or mature student status.

4. OVERARCHING GOALS OF THE CERTIFICATE

- Educate students about how to identify business opportunities upon which a new venture can grow, especially in a multicultural market.
- Provide students with the step-by-step skills required, and practice writing, a new venture business plan within the Canadian context.
- Help students understand and develop the unique entrepreneurial behavior traits and operating characteristics of successful entrepreneurs.
- Develop students' functional skills, with an emphasis on marketing and finance, required to operate a New Venture Startup.
- Provide students with the opportunity to network and learn about each other's cultures.

In the current economic climate, there is a growing demand from people who need to develop entrepreneurial skills to start their own business, to grow their existing business, or to apply these skills in other management contexts. Since the GTA is highly multicultural in population and in actual and potential markets for products and services, a multicultural lens as applied to entrepreneurship will be highly relevant to students. Covering a wide range of topics, this certificate will be designed to provide a foundation for every entrepreneur but will especially appeal to those starting and running small businesses in a multicultural environment.

5. CURRICULUM

The proposed certificate requires a total of six courses, made up of four required courses that contain the critical body of knowledge, and two electives that allow students to supplement their knowledge in other important areas. The courses include:

- **Four required**
 - CZEN 300 Multicultural Opportunities
 - CMKT 310 Marketing Plans
 - CENT 526 Entrepreneurial Behaviour and Strategy
 - CZEN 500 Multiculturalism and New Venture Startups (capstone)Due to prerequisites, the required courses must be taken in the order listed.
- **Two electives**
 - CACC 100 Introductory Financial Accounting
 - CCMN 279 Introduction to Professional Communication

CCMN 314	Professional Presentations
CGMS 200	Introduction to Global Management
CINP 901	Developing Effective Organizations (Nonprofit and Voluntary Sector Management)
CRMG 200	Introduction to Retail and Services Management
CRMG 902	Franchising
CRMG 910	Multi-channel Retailing
CDCE 310	Workplace Communication in Canada: Formal and Informal Communication in the Workplace
CDCE 320	Workplace Communication in Canada: Advanced Customer Focused Application
CDCE 330	Workplace Communication in Canada: Effective Persuasion and Public Speaking

Required Courses	Prerequisite
CZEN 300 Multicultural Opportunities	None
CMKT 310 Marketing Plans*	CZEN300(Anti-req. CMKT 100)
CENT 526 Entrepreneurial Behaviour and Strategy	None
CZEN 500 Multiculturalism and New Venture Startups	CENT 526 and CMKT 310

*Effective Fall 2013, the prerequisite for CMKT 310 will be BSM 200 or CZEN 300

Each of the required courses in the Certificate help to develop skills that will increase the ability of emerging and existing entrepreneurs to identify an opportunity, act on the idea and build a successful business venture that returns economic, social and personal value to the stakeholders, including the entrepreneur, its suppliers, customers and employees as well as the community in which the firm does business. In addition, the required course, *CZEN 300 Multicultural Opportunities*, is specifically aimed at identifying opportunities in multicultural markets. The capstone course, *CZEN 500 Multiculturalism and New Venture Startups*, is designed so that a student will be prepared to implement a business plan defined by a multicultural opportunity

The proposed electives listed are all currently offered through the Chang School. The electives offer students a variety of options such as the functional aspects of business in accounting (CACC100) and communication (CCMN279 and CCMN314). The Workplace Communication in Canada courses will provide internationally educated professionals with an understanding of communication within the

Canadian context. International students with a link to a global community can learn more about doing business internationally in Introduction to Global Management (CGMS200). As many new ventures are developed for the retail market, courses such as Introduction to Retail and Service Management (CRMG200), Multichannel Retailing (CRMG910) and Franchising (CRMG902) provide the student with a basis from which to build the business. CCMN279 and CCMN314 allow the students to become better communicators, a fundamental requirement for successful management and for any business venture.

6. PROFESSIONAL DEVELOPMENT AWARD

Professional development awards are recognition that a student has completed two to four courses in a subject area. Given that some entrepreneurs may not need the full certificate, and that others may appreciate recognition along the path to achieving the full certificate, the Chang School will award, upon request from the student, a recognition of professional development when students have completed all four required courses.

7. DELIVERY MODE

Currently courses are available in classroom and online formats meaning students have a choice of delivery format. The possibility of offering intensive and boot camp formats will also be explored. CZEN 300 will be developed for classroom delivery in Fall 2013 and online delivery by Fall 2014. CZEN 500 will be developed for classroom delivery in Fall 2014 and online delivery by Fall 2015. The “Lean Launchpad Experiential Learning Model,” the latest strategy for developing entrepreneurial skills, will be introduced in the new courses, CZEN 300 and CZEN 500, and extended to other courses as the program is developed. Based on feedback from the Program Advisory Council, a new course focused on entrepreneur funding in Canada will be considered for development.

The Ryerson University Library has many textbooks in the area of entrepreneurship and innovation, as well as those in the functional areas in support of new venture start-ups. It also has many print and online publications that can be assigned to specific courses through the library’s E-Reserve program.

8. SOCIETAL NEED

Entrepreneurship drives innovation, productivity, job creation and economic growth. A 2010 Industry Canada Report, entitled *The State of Entrepreneurship in Canada*, stated that “They exist in multinational corporations and small, local businesses; among immigrant and fifth generation Canadian families; and in rural and urban communities.”⁶ The number of people becoming, or thinking of becoming, entrepreneurs has been on the rise in recent years. The report also cited three main reasons for the increased interest: recent economic downturns and the ensuing downsizing in many companies, workers wanting to have autonomy over work hours, working conditions and the type of work, and the fact that entrepreneurs, often celebrated in their communities and in the media, have become influential and are becoming new role models. At the same time, failure rates of new venture startups

⁶ <http://www.ic.gc.ca/eic/site/061.nsf/eng/rd02476.html?Open&pv=1> p. 26

are significant (as high as 50% in first 5 years). One recommendation in many reports is that educational opportunities can help prepare entrepreneurs in dealing with these and many other challenges, thereby increasing the likelihood of success.

With increased competition from other universities and colleges in the delivery of entrepreneurship professional development, there is a need for Ryerson University to differentiate itself in this growth area. The multicultural business opportunity, a multi-segmented market that has been largely ignored, provides Ryerson with a first-mover competitive edge in this space.

9. OPPORTUNITIES AND TRENDS

Nearly 250,000 people immigrated to Canada in 2011, of which approximately 64,000 were principal applicants (p.a.) economic immigrants. Some reports suggest that new immigration will account for the major labour market growth in Canada, following a substantial demographic shift with baby boomers retiring by 2031. In 2012, all the growth in the country's labour force came from immigration.

In Canada, immigrants tend to be more entrepreneurial than Canadian-born individuals and view self-employment as a labour market opportunity. More established immigrants, those who have been in Canada for over 10 years, are more likely to be self-employed. Announced in early September 2012, a new class of entry visas for high-tech and other entrepreneurs is in development to attract high-tech and other entrepreneurs to immigrate to the country to start new companies.

Greater Toronto, the initial target area for this certificate, is both a destination for new immigrants and home to many well established multi-cultural communities. Individuals who arrived in 2011 as economic immigrants were highly educated – over two thirds held a bachelor, master or doctoral degree⁷. These findings indicate that the higher education professional development options for this group need to complement their existing educational attainment and that economic immigrants entering Canada are very likely to engage in further education.

10. JOB OPPORTUNITIES

Entrepreneurial opportunities are available in every sector of the economy and historically 93% of new jobs come from small companies⁸. In addition to creating jobs for themselves, entrepreneurs provide jobs for many Canadians and immigrants. The 2011 report on “Immigrant Self-Employment and Entrepreneurship in the GTA: Literature, Data, and Program Review”⁹ found that almost half of self-employed male immigrants work primarily in the construction, professional, scientific, and technical services and transportation and warehousing. Self-employed female immigrants work primarily in

⁷ Facts and Figures 2011 (October 2012). Principal applicant only (p.a.). <http://www.cic.gc.ca/english/pdf/research-stats/facts2011.pdf>

⁸ http://www.brocku.ca/entship/reports/2009_Education_Report.pdf

⁹ <http://metcalfoundation.com/wp-content/uploads/2011/12/immigrant-self-employment-and-entrepreneurship.pdf>, pg. 5. See also Figure 6: Self-Employment Rates and Industry, Immigrants, Toronto CMA, page 40.

healthcare and social assistance, professional, scientific and technical services, other services and public administration and retail trade. Self-employed immigrants were found to be slightly more likely than self-employed non-immigrants to choose occupations related to management, sales and service, and trade and transportation.¹⁰

11. COMPARATOR CERTIFICATE PROGRAMS

According to the National Study of Entrepreneurship Education report, the popularity of entrepreneurship education is on the rise in Canada. Within Canadian universities, between 2004 and 2009, entrepreneurship courses grew by 33% and the number of students taking entrepreneurship courses increased by 27%.

International trends in entrepreneurial education show that the educational initiatives in the OECD countries are mainly driven by economic development and job creation, growth-oriented new ventures and creation of “entrepreneurial mindset”. Courses in entrepreneurship are focused on teaching the process of entrepreneurship and functional approaches. Emerging new trends towards specialized or trend based entrepreneurship courses and the growth of “entrepreneur psychology” and “entrepreneur personality” courses were also noted.

From comparative programs scan, it appears that many colleges offer similar programs and in partnership with the professional body, Canadian Institute of Entrepreneurship (CIE). In the Canadian market, the selection of related programs on a university level is modest. The main university providers are McGill, Western, Thomson Rivers, Prince Edward Island, Victoria and Mount Royal. Entrepreneurship certificate programs in the Greater Toronto Area are mainly situated within colleges¹¹.

The differentiating features of this proposed certificate program are CZEN 300 *Multicultural Opportunities* and CZEN 500 *Multiculturalism and New Venture Startups* courses, curriculum not apparent in other entrepreneurship programs in the Canadian continuing education marketplace. None of the examined programs focus on entrepreneurship and multiculturalism. Not only does this build on the growing immigration cohort and the entrepreneurial prospects of the cohort but also it reinforces the existing strong multicultural student population evident at Ryerson University. This is a key differentiating factor for the certificate, positioning the certificate as unique among all other entrepreneur related certificates at both the college and university levels.

12. LEARNING OUTCOMES

Upon completion of each course, students will be able to:

¹⁰ <http://metcalfoundation.com/wp-content/uploads/2011/12/immigrant-self-employment-and-entrepreneurship.pdf>, pg. 5. See also Figure 7: Self-Employment Rates & Occupation, Immigrants, Toronto, CMA, pg. 41.

¹¹ Program offered at University of Toronto is aimed at undergraduates currently enrolled in engineering program and therefore, would not be considered a direct comparative program.

	Course
Explain the complexities facing new venture start-ups within a multicultural context, identify an advisory board that represents the multicultural cohort being targeted, and produce a business plan of an identified multicultural opportunity.	CZEN500 Multiculturalism and New Venture Startups New Required Course
Stimulate interest in entrepreneurship and cultivate an entrepreneurial spirit; assess the strategies of prominent entrepreneurs who have demonstrated commitment, passion, risk-taking, strategic thinking and implementation, and strengthen core competencies as they create and grow their successful enterprises.	CENT526 Entrepreneurial Behaviour Required
Create, communicate and deliver value to customers; develop plans for identifying and attracting desirable customers for a business; include in the plan the 4 Ps of marketing, segmentation, targeting, positioning, and use basic marketing metrics to evaluate a new product or service.	CMKT310 Marketing Plans Required
Use a process of multicultural opportunity identification and incorporate these into their personal and professional lives. Use practical experience gained through the Lean Launchpad to strengthen networks and relationships across cultures.	CZEN 300 The Multicultural Opportunities Required (New)
Demonstrate a basic understanding of business accounting including how transactions impact the accounting equation ($Assets = Liabilities + Shareholders' Equity$). Use accounting for making business decisions and the ability to communicate with professional accountants.	CACC 100 Introduction to Financial Accounting Elective
Use contemporary strategies of successful communication in professional contexts; analyze audience, situation, and medium to create messages that respond to practical challenges and build productive relationships; develop sensitivity to language and tone; organize and convey ideas and information, and select the best means to accomplish their intended purposes.	CCMN279 Introduction to Professional Communication Elective
Structure content coherently, develop poise and confidence, and employ technology in a sophisticated way to connect with listeners.	CCMN314 Professional Presentations Elective
Analyze the concepts and complexities of the contemporary business environment with an emphasis on competitiveness, quality, and the main functional areas of management; recognize the global context within which managerial decisions are made.	CGMS200 Introduction to Global Management Elective
Use a variety of approaches to deal effectively with issues facing nonprofit organizations; apply principles and practices of management and administration as they are adapted to board-staff	CINP901

relations, board governance, recruiting and motivating volunteers, human resource management, accountability, organizing for and managing growth and change; analyze an organization's market and organizational strategic planning.	Developing Effective Organizations Elective
Use key retail strategies; change focus from a consumer to a business manager; understand key functional areas within a retail business including location and market strategy, store design and layout, merchandise planning, human resources, financial strategy and customer relationships; understand how retailers can adapt to the competitive and continually changing environment by formulating strategies.	CRMG200 Introduction to Retail and Service Management Elective
Apply business format franchising - the transfer of a particular business format or way of conducting business; analyze the costs and benefits of franchising from both the franchisee's and franchiser's point of view; identify franchiser/franchisee communication and relationships; determine the feasibility of a franchise opportunity including the legal dimensions of franchising, characteristics of the typical franchisee, and international franchising as a means of expansion.	CRMG902 Franchising Elective
This course is designed to help international professionals enhance personal and professional success by using effective means of formal and informal communication in the workplace. By the end of this course, the learners will have developed skills in the areas of active listening, empathy, giving and receiving constructive feedback, and writing effective formal communication documents. Successful learners will start familiarizing themselves with strategies to effectively deal with conflict in the workplace and practice skills in writing formal documents such as emails, meeting minutes, and reports. Through workplace simulated scenarios and case studies, participants will learn to effectively manage common formal and informal conflict situations in the workplace and practice receiving and providing feedback in a safe environment fully supported by professional coaching.	CDCE 310 Formal and Informal Communication in the Workplace Elective
This course is designed to help international professionals explore and practise customer focused behaviours common to the Canadian workplace in a safe environment fully supported by professional coaching. Through practical simulations and case studies, participants will practise strategies of dealing with common customer related situations and issues related to client-driven environment, while applying relevant evidence-based practice methods.	CDCE 320 Advanced Customer Focused Application Elective
This course is designed to provide international professionals with practical persuasion, negotiation, and presentation skills essential to professional success in the Canadian workplace. Participants will explore cultural influences on business negotiations and develop a solid understanding about the role and value of effective public speaking in the workplace. By the end of the course, the participants will have acquired and practiced skills for designing and delivering persuasive and impactful presentations. In addition to persuasive writing and negotiating skills, successful participants will also learn and demonstrate effective networking and self advocating skills through interactive, workplace-related activities.	CDCE 330 Effective Persuasion and Public Speaking Elective

RECOMMENDATION

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

That Senate approve the Certificate in Entrepreneurship and Multiculturalism

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Chris Evans, Vice-Chair and Vice Provost Academic
Charmaine Hack, Registrar
Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion
Mark Lovewell, Interim Secretary of Senate
John Turtle, Faculty of Arts, Psychology
Andrew Hunter, Faculty of Arts, Philosophy
Kelly McKay, Ted Rogers School of Management, Hospitality & Tourism
Ian Baitz, Faculty of Communication and Design, Graphic Communications Management
Jean Bruce, Faculty of Communication & Design, Image Arts
Jennifer Poole, Faculty of Community Services, Social Work
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Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering
Noel George, Faculty of Science, Chemistry and Biology
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