

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2017-3; May 2017

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

- **Chang School Certificate in Gerontology: Review**
- **Chang School Certificate in Gerontology: Course Additions/Course Deletions; Revision to Certificate Name**
- **Chang School Certificate in Facility Management: Review**
- **Chang School Certificate in Facility Management: Implementation of Program Review Recommendations**
- **Chang School Certificate in Disaster and Emergency Management: Course Deletions; Course Additions**
- **Chang School Certificate in Energy Management: Course Deletions; Course Additions**
- **Chang School Certificate in Local Economic Development: Proposal**
- **For Information: Chang School Certificates – Revisions (March 2017; April 2017)**

A. CHANG SCHOOL CERTIFICATE IN GERONTOLOGY: REVIEW

Introduction

Canada, like many other countries, is experiencing a growing aging population. However, there are significant concerns that Canada is not prepared to adequately manage its aging demographic and the health and social care needs they will have. At the same time, the shifting demographic opens up many new opportunities for working with the aging population, not only in health and social services, but also in numerous other businesses and industries, including travel, real estate, financial planning, and technological development. The Certificate in Gerontology at the Chang School plays an important role in helping prepare students across numerous disciplines and professions for working with Canada's aging demographic because it promotes continuing education in the field and emphasizes interprofessional and interdisciplinary approaches.

Ryerson began offering courses in gerontology in 1979, which eventually became more formalized into the current Certificate in Gerontology. The Certificate last underwent a review in 2010. Since that time, there have been numerous changes in direction in the field of gerontology, including:

- Emphasis placed on aging-in-place;
- Technological applications for healthy aging; and
- Increased emphasis on health human resources in the field.

Certificate Goal & Objectives

This Certificate aligns with Ryerson University's mission in advancing knowledge and research to address a major societal need¹ in Ontario and Canada – our aging population. The Certificate will prepare a diverse spectrum of professionals to address the unique needs of older adults to promote healthy aging while recognizing the assets of older adults that are ready to be mobilized appropriately. The impact of translating this knowledge will not only benefit the older adult population but will transcend across the lifecourse, influencing children, youth and adults who live and work with this growing population.

This Certificate reflects the values of the Chang School's² innovative programming, by integrating dynamic and current curriculum, experienced instructors and fostering connectedness with relevant

¹ Ryerson University. Accountability Gateway. Ryerson University Mission. Available from: <http://www.ryerson.ca/about/accountability/mission/>

² Chang School. Academic Plan 2014-19. Empowering Adults to Reach their Life and Career Goals. Available from: http://www.ryerson.ca/content/dam/provost/pdfs/Chang_Academic_Plan_2015_Nov4_FINAL_SinglePages.pdf

community partners who are committed to advancing scholarly, research and creative opportunities to promote the health and well-being of older adults. Specifically, the first goal in the Chang School’s Strategic plan is to “Continue to develop a student-centric environment that engages and supports students and alumni”. The proposed revisions to the Certificate will continue to engage students in the development of experiential learning opportunities to “enhance their continuing education learning experience” in the rapidly growing area of gerontology studies.

Certificate Learning Outcomes

The Certificate learning outcomes are as follows:

- To comprehend the social, psychological, and biological theories that are applied within the field of gerontology, examining both normal and abnormal age-related changes that occur throughout the lifespan and their impact on practice;
- To examine normal and abnormal age-related changes in social, psychological, and biological functioning and evaluate the implications of these changes on the individual’s ability to interact with their social and physical environments;
- To identify key changes in social roles, social supports, and policies that occur with aging within the areas of work and retirement, social and familial relationships, housing and environmental design, transportation and healthcare, and the law;
- To recognize the diversity in aging as it relates to ethnicity, culture, gender, and sexuality and its impact on Canadian demography;
- To analyze the current spectrum of cognitive variations associated with aging within the areas of intelligence, problem solving, learning and memory, personality, and mental health;
- To identify and define both the quantitative and qualitative research methods and the significance of research ethics applied within the field of gerontology;
- To identify how research contributes to the knowledge within the field of gerontology and apply the appropriate steps to enable data assembly and data analysis;
- To systematically interpret and critique research findings within the field and determine their implications for the practice of gerontology, and to examine the future trends in gerontology.

Certificate Structure

The Certificate requires the completion of four required courses and two electives.

Required Courses (4)
CINT901: Gerontology—Critical Issues and Future Trends
CVGE140: Aging and the Individual
CVGE141: Aging and Society
CVGE205: Understanding Research
Elective Courses (2)
CGER298: Ability, Disability and Aging
CHSM307: Principles of Long Term Care Service Delivery
CINT904: Health Promotion and Community Development
CPSY402: Adult Development
CPSY802: Death, Dying and Bereavement
CSOC606: Work and Families in the 21st Century
CVGE271: Consent, Capacity and Decision Making
CVGE297: Aging and Interpersonal Skills

Governance

The academic home for this interdisciplinary Gerontology Certificate remains within The Chang School. Although the Certificate lacks an academic home in a specific Ryerson school or Faculty, it has benefited from faculty leadership through participation in the Curriculum Steering Committee. The diverse committee representation and academic expertise across schools and faculties reflect the interdisciplinary nature of the field of Gerontology.

Admission Criteria

It is recommended that applicants have OSSD with six Grade 12 U or M credits, or equivalent, or mature student status required.

Certificate Requirements: The successful completion of six single-term courses or their equivalent, with a cumulative grade point average of 1.67 or higher, is required for Certificate completion. Certificate requirements must be completed within six years from the time of first admission into the Certificate program.

Comparator Certificates and Programs

There are at least four Gerontology based certificates offered at universities in Ontario and four programs at other universities in Canada. There are many programs offered through community colleges as well. Gerontology Certificates have sharply declined in the U.S. This pattern is relevant to Canada as well.

The Chang School/Ryerson University program is available fully online. When courses are offered by in-class and online format, the online format is favoured by continuing education students. Most of the competitor programs are also offered totally or partially online.

Certificate duration ranges from 4-10 courses, which puts the Chang School program (6 courses) in the mid-range. The trend towards shorter certificates may help boost enrollment of students unable to make the longer time commitment.

Most programs are interdisciplinary with a focus in social work, research, psychology, sociology or nursing. Some programs have a niche focus in dementia studies or palliative care. Many university-based programs are based in gerontology-focused research institutes, schools of Nursing and Social Work or departments of Gerontology. Some offer a range of programs from minors, bachelor, masters and PhD programs. Ryerson has recently created the National Institute of Ageing, which has a financial and healthcare focus.

Delivery and Evaluation Modes

All required courses for the Certificate are available online and offered numerous times each year; electives represent a mix of online and classroom-based courses with varying schedules.

Certificate courses feature multiple modes of evaluation typically involving writing assignments combined with some form of testing/examination. Writing assignments vary from regular, short online postings designed to engage students with course concepts and discussion with fellow classmates to more formal academic papers and projects. Many courses feature group work activities, sometimes involving peer teaching/peer grading. Some courses feature mid-term tests and final exams to test learning and application of fundamental course concepts. The course assignments reflect the overall goals and learning objectives of the Certificate, with a particular emphasis on critical thinking and the practical application of course ideas and concepts.

Certificate Survey Results

Surveys consistently show that some of the top factors for enrolling in the Certificate include “learning a new skill,” “updating my existing skills,” and factors related to employment—getting a job, advancing in a career, or pursuing a new career. Common reasons for enrolment include upgrading current qualifications and applying their learning to their jobs and/or career planning. The survey results indicate that graduates are planning to enter careers in the field of aging after graduation; such careers included nursing, long term care, palliative care, dietetics, footwear, advocacy, behavioural therapy and consulting in the aging field.

One of the leading factors in choosing Ryerson is the availability of specific certificates and courses, as well as the availability of distance education. This makes the Certificate more appealing than programs

in other institutions (including McMaster University, University of Toronto, York University, George Brown College, and Humber College).

Students are generally satisfied with the format of the Certificate. For instance, respondents overwhelmingly agreed that the number of courses in the certificate is “just right.” However, feedback will continue to be monitored to assess a move to a four-course model for this Certificate, aligning with other Certificates in the Chang School.

Survey respondents gave positive responses to the variety of courses offered, quality of curriculum and the quality of course materials. Strong satisfaction was also demonstrated about Certificate instructors and their subject matter expertise, availability/responsiveness and course management skills.

Staffing

Instructors for the Certificate in Gerontology are drawn from a diverse spectrum of backgrounds, representing the interdisciplinary nature of the field of aging. The instructors have extensive experience—both research and applied—in the field, and are strong educators both in the creation of curriculum and its delivery.

Program Advisory Council

Members of the Program Advisory Council represent stakeholders from the fields of education, practice, policy and industry in the field of aging.

Library Resources

The Library is confident that our collections and services will be more than sufficient to support the proposed course changes to the Certificate program in Gerontology.

Societal Need

Canada is facing a significant demographic shift, but the resources needed to respond to the challenges and opportunities of this shift are not necessarily in place. The Certificate in Gerontology can fill an important gap both with respect to the overall lack of educational opportunities in this field, and as an access to point to the many varied and satisfying careers available in this field.

A 2014 Education Advisory Board (EAB) report³ pointed out the striking paradox of the shrinking number of Gerontology programs despite a growing senior population and expanding demand for services. In the United States, there was a sharp decline in Gerontology programs at all levels: Master’s, Bachelor’s, Associate’s and Certificates. From 2000-2009 there was an overall loss of 83 programs and 19 of these were Certificates.

In Canada, the trend is similar. In 2010, Mount Royal University changed the name of its Gerontology Studies Certificate to the Studies in Ageing Certificate. The consensus was that the new name better reflected the Mount Royal program and would broaden the appeal for the program. However, in 2013 the program was suspended due to limited enrolment and low revenue generation.

Through conversations with industry thought leaders and gerontology program directors the EAB put forward three primary reasons for the sharp decline in Gerontology programs. These reasons are:

- Brand perception challenges with younger students;
- No compelling career advancement value proposition as many jobs working with seniors (e.g., home health aides) do not require a bachelor’s or master’s credential to practice, which creates little incentive to enter into long and costly degree programs; and
- Learning outcomes are not aligned with seniors’ one-stop needs such as small businesses that

³ Second Careers in Aging Services, Industry Futures Series, The Education Advisory Board, 2014

serve seniors: local fitness centers, self-employed financial planners or interior designers, or nutritionists running a small practice. These are professions people often elect later in their career, not right after college.

Enrolment and Graduation

The Gerontology Certificate displayed growth in enrolment from the academic year 2010-11 to 2015-16 with 98 students registered for 2015-16. From 2007/08 – 2015/16 a total of 454 students registered for the Certificate; for the same time period, only 89 students graduated. On average, the time students take to complete the Certificate has ranged from 1.5 to 3.7 years.

Despite moderate growth in enrolment since 2007, there has been a decline in enrolments of CNED (Continuing education) and part-time students in two of the required courses (CVGE 140 and CVGE 141) over the last few terms. CVGE 205 showed a very noticeable decline since 2013-14. CVGE 205 is a research oriented course and given that the Gerontology Certificate is not at the post-graduate level, it is unlikely that research competencies are relevant to target learners at this level.

CINT 901 is an interdisciplinary studies course and may be part of more than one Certificate program. Enrolment in the course comes predominantly from full-time degree students. This suggests proposing changes to combine CGE140 and CVGE141 into one course to build further upon the concepts introduced in CINT901. CVGE205 is likewise being revised to have a greater focus on how to critically appraise research for use in practice and policy change, rather than a focus on primary research generation.

Low enrolment or declining enrolment in elective courses suggest that new electives that are more relevant to the interprofessional and interdisciplinary nature of the Certificate should be proposed.

Overall analysis of course enrolment patterns in Gerontology courses shows that CNED and part-time degree students predominantly enroll in courses offered by distance education. The pattern can be attributed to an overall preference for distance format or possibly a lack of the alternative face-to-face format on offer.

Development Plan

1. Revise the Certificate goals and learning objectives to be more actionable and relevant to employment opportunities.
2. Reduce overlap between required courses.
3. Ensure that course content meets industry/employer needs and produces well-trained graduates in multidisciplinary settings.
4. Adopt a new name for the Certificate that is more readily apparent and which better represents the learning outcomes.
5. Incorporate equity, diversity and inclusion principles in all Certificate courses.

Additional Future Directions

1. Certificate Requirements - student and graduate feedback and completion rates will be monitored to assess maintaining the Certificate with six required courses or move to a model of four courses.
2. Practicum Partnerships - the Certificate has recently entered into a partnership with Baycrest and George Brown College through a funded project to offer cross-listed courses and practicum opportunities. There are also plans for offering virtual practicum placements. These potential opportunities will be explored as the partnership and funding opportunities are finalized. We will also include the Certificate as part of current placement and practicum partnerships between Ryerson and Long Term Care Facilities and institutions.
3. Degree credit courses - there is an opportunity to consider converting the Certificate-credit courses to degree credit courses in the Interdisciplinary Studies area. In addition, we will consider proposing a degree-credit version of CVGE 142 Aging: Individual and Societal Aspects, as a liberal studies course.

This may provide an opportunity for consideration of a new “Academic Home” within the Faculty of Community Services.

Financial Viability

The Financial Team at The Chang School reviewed the financial status of the proposed review and confirmed viability.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Gerontology: Review*

B. CHANG SCHOOL CERTIFICATE IN GERONTOLOGY: COURSE ADDITIONS/COURSE DELETIONS; REVISION TO CERTIFICATE NAME

The proposed changes are based on the recommendations from the Gerontology Certificate review. The changes are expected to improve retention and graduation rates within the Certificate and prepare graduates who are uniquely trained to work with this fastest growing demographic across a diverse spectrum of professions.

The revised Certificate in Gerontology focuses on applied learning and understanding through the overarching goals of empowerment, capacity building, and mobilization. The learning outcomes within these goals represent a mix of introductory material on the changing demographic but focus mostly on interprofessional and interdisciplinary skill-building and application of key course concepts. They also reflect important aspects of working in the field of gerontology, including ethical and legal issues, issues of equity, diversity and inclusion, and the specialized needs of vulnerable groups, caregivers and the importance of intergenerational collaboration.

1. Certificate Structure

The Certificate will retain its structure of four required courses and two electives. However, three of the four required courses will be redeveloped to ensure that the course content matches the new goals and learning outcomes of the Certificate. Many of the elective offerings have also been changed, removing those electives with low enrolment or with prerequisite courses, and adding electives drawn mainly from the Chang School Interdisciplinary Studies program. Two new elective courses are proposed; one will introduce a practicum/research project and the other focuses on applications for technology in aging.

Current and Revised Certificate Structure

CURRENT CERTIFICATE STRUCTURE	REVISED CERTIFICATE STRUCTURE
Required (Four)	Required (Four)
CINT901: Gerontology: Critical Issues & Future Trends CVGE140: Aging and the Individual CVGE141: Aging and Society CVGE205: Understanding Research	CINT901: Gerontology: Critical Issues & Future Trends CVGE142: Aging: Individual & Societal Aspects CVGE143: Ethical and Legal Considerations in Aging CVGE205 (Revised): Evidence for Practice & Policy
Electives (Choice of Two)	Electives (Choice of Two)
CGER298: Ability, Disability & Aging CVGE271: Consent, Capacity & Decision-Making CVGE297: Aging and Interpersonal Skills CHSM307: Principles of Long Term Care Service Delivery CINT904: Health Promotion & Community Development CPSY402: Adult Development (PRQ: CPSY102 or CPSY105) CPSY802: Death, Dying & Bereavement (PRQ: CPSY102 or CPSY105) CSOC606: Work & Families in the 21st Century	CHSM307: Principles of Long Term Care Service Delivery CINT904: Health Promotion & Community Development CVGE144 (Proposed): Technology & Aging CVGE145(Proposed): Practicum/Project Course CINT555: Special Topics in Interdisciplinary Studies CINT900: Program Planning & Evaluation Strategies CINT905: Conflict Resolution in Community Services CINT907: Team Work for Community Services CVNU360: Advanced Leadership & Management (Nursing only) CVIN150: Advancing the Patient Experience

Rationale for Redevelopment of Existing Required Courses

EXISTING COURSES	REQUIRED	RATIONALE FOR REDEVELOPMENT
CVGE140 Aging and the Individual <i>Proposed Revised Name:</i> CVGE142: Aging: Individual & Societal Aspects		This course will be redeveloped to integrate content from the existing CVGE140 course, “Aging and the Individual” with CVGE141, “Aging and Society.” The resulting course will build on the introductory survey course, CINT901: “Current Issues and Future Trends in Gerontology,” and it will be designed as an ‘advanced topics’ course to focus on capacity-building in topics related to both individual and societal aging. This will provide skill-building aspects and reduce overlap between the existing courses.
CVGE205 Understanding Research <i>Proposed Revised Name:</i> CVGE205: Evidence for Practice and Policy		This course, currently titled “Understanding Research,” currently focuses on primary research methods. The course will be redeveloped to have a more applied focus on the critical evaluation of evidence and knowledge mobilization to help students identify quality sources of evidence, appreciate evidence from diverse sources (both quantitative and qualitative), and learn how use evidence to improve practice and policy. This course will be key to achieving our mobilization goals for the Certificate.
CVGE271 Consent, Capacity and Decision Making <i>Proposed Revised Name:</i> CVGE143: Ethical and Legal Considerations in Aging		This course, currently titled “Consent, Capacity and Decision Making,” will be redeveloped to incorporate content from CGER298, “Aging and Disability” and CVGE297, “Aging and Interpersonal Skills,” to create a foundational course that focuses on understanding and managing key legal issues when working with aging populations in Canada. This course relates to the Certificate goals of empowerment and capacity-building and will include a special focus on issues related to the rights of older adults, informed consent, advance care planning, mental capacity, dementia, disability, and caregiving. The course will be pivotal to providing a legal framework of which all persons working with older adults should be aware.

New Elective Courses

NEW ELECTIVE COURSES	RATIONALE FOR INTRODUCTION OF NEW ELECTIVE COURSE
CVGE144 Aging and Technology	This course will focus on the application of technology for improving the health and social outcomes of aging populations, from health care applications through social engagement and aging-in-place. This course will relate to the capacity-building and mobilization goals of the Certificate.
CVGE145* Practicum/ Project Course	Through this course students will complete a practicum placement in a field related to gerontology or complete a research project in the field. This course will provide further ‘hands-on’ application of the knowledge and skills learned throughout the Certificate and will relate to the mobilization goal of the Certificate. As detailed in Section 1.2.6, a partnership is being negotiated with Baycrest and George Brown College to facilitate placements, both physical and virtual.

*A practicum/project course will help support hands-on interdisciplinary and interprofessional learning and may be helpful to link graduates with future employment. Successful completion of the four required courses is a pre-requisite to enroll in the practicum/project elective course.

Revised Elective Offerings

REVISED ELECTIVE OFFERINGS	RATIONALE FOR INCLUSION OF ELECTIVE OFFERINGS
CINT555: Special Topics in Interdisciplinary Studies	These Interdisciplinary Studies courses provide knowledge and skills relevant to the study of gerontology and they provide the interprofessional and interdisciplinary training that is central to the Certificate.
CINT900: Program Planning & Evaluation Strategies	

CINT904: Health Promotion & Community Development	
CINT905: Conflict Resolution	
CINT907: Team Work for Community Services	
CHSM307: Principles of Long Term Care Delivery	This course is important for providing capacity building in the long term care sector in which many students will work or will look for careers.
CVNU360: Nursing: Advanced Leadership & Management (Nursing students only)	This course provides capacity building in leadership and management for nursing students, which will be helpful for seeking leadership positions in gerontological careers.
CVIN150: Advancing the Patient Experience	This course explores strategies to enhance the patient experience in the health care setting. Students will focus on developing and implementing patient experience projects and patient experience measurement and reporting tools.

Course Removals

The courses in the following table are recommended for removal for the following reasons:

- In their current forms, they do not meet the new Goals and Learning Objectives; and
- These courses have typically had low enrolment or were rarely offered which presented a challenge to the students in completing the Certificate within reasonable time frame.

COURSE REMOVAL	JUSTIFICATION FOR REMOVAL
CVGE141: Aging and Society	Foundational content from this course will be integrated into the redevelopment of CVGE140, to reduce overlap between the courses and permit the inclusion of the required course CVGE143.
CGER298: Ability, Disability and Aging	Content from this course will be integrated into the required course CVGE143 such that these foundational issues—particularly relevant to equity, diversity and inclusion—will form part of the required learning for the Certificate.
CVGE297: Aging and Interpersonal Skills	Foundational course content will be integrated into the required course CVGE143 such that these foundational issues will form part of the required learning for the Certificate.
CPSY402: Adult Development and CPSY802: Death, Dying and Bereavement	These courses are recommended for removal so that they may be replaced with other courses more directly relevant to the Certificate and its subject matter. The courses also have pre-requisites that make it difficult for Certificate students to enroll in the courses.
CSOC606: Work and Families in the 21 st Century	This course is recommended for removal to include other elective courses more relevant to the Certificate and its refined goals and learning objectives.

2. Certificate Name

A change to the Certificate name is proposed because the term “gerontology” is not readily recognizable to all. The new name “**Certificate in Aging and Gerontology**” is proposed to make clear the relevance to aging, and it better represents the learning outcomes of the program.

3. Transitioning Current Students

All students enrolled in the current Certificate will be able to be integrated into the offerings of the revised Certificate either through taking the new required courses or directives. Students will be contacted regarding the Certificate changes, pending approval, and will be recommended course offerings based on their existing course completion. One to one course delivery of the current courses will be provided to those students if needed.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Gerontology: Course Additions/Course Deletions; Revision to Certificate Name*

C. CHANG SCHOOL CERTIFICATE IN FACILITY MANAGEMENT: REVIEW

1. Certificate Goals and Objectives

The Certificate in Facility Management prepares adult students for careers in the Facility Management field and supports Ryerson's mission through lecture and class assignments to provide both theory and application to prepare students for what is currently a quasi-professional field. Facility managers are the stewards of the space their organizations occupy and get involved in issues ranging from technical to environmental to human resource to space and leasing and even real estate strategy to provide productive, safe, comfortable work environments for their organization's employees. The certificate combines facility management specific courses that focus on the core responsibilities with electives from other business and technical disciplines to augment the core competencies that are important to a successful career.

2. Admissions Criteria

The current admission criteria recommends an undergraduate degree or mature student status with related professional experience and education.

3. Curriculum Structure

The successful completion of eight courses, with a cumulative grade point average of 1.67 or higher, is required for the certificate.

Required Courses

- CDFM 102 **Facility Management:** Facility Management Fundamentals
- CDFM 103 **Facility Management:** Project Planning, Design, and Management
- CDFM 104 **Facility Management:** Building Operations and Maintenance

Electives – Group A (select one)

- CCMN 114 **Communication:** Short Management Reports *
- CCMN 314 **Communication:** Professional Presentations

Electives – Group B (select four)

- CACC 100 **Accounting:** Introductory Financial Accounting *
- CDFM 105 **Facility Management:** Space Planning and Management
- CDFM 203 **Facility Management:** Real Estate Planning and Development
- CDID 501 **Lighting Design:** Lighting Fundamentals
- CDID 504 **Lighting Design:** Lighting Energy Management
- CGMS 200 **Global Management:** Introduction to Global Management *
- CGMS 401 **Global Management:** Operations Management *
- CKAR 500 **Architecture:** Sustainable Buildings
- CKPM 202 **Project Management:** Fundamentals of Project Management *
- CMHR 405 **Human Resources:** Organizational Behaviour and Interpersonal Skills *
- CMKT 504 **Marketing:** Effective Persuasion
- COHS 208 **Occupational Health:** Occupational Health and Safety Law *
- COHS 718 **Occupational Health:** Systems Management I *

* These courses are available in a distance education format.

4. Industry Analysis & Competition

i. Marketing Activities

The marketing has been on a small scale with minimal expenditure. A key change was to the titles and descriptions of all current core courses in the CDFM series. Titles were changed to be more descriptive and descriptions of the courses rewritten to better describe the content so students could understand what the learnings would be in a way that matched real-world responsibilities. In addition, a program web page was created to enhance exposure and provide more information, including searchable information.

Additional social media initiatives (such as twitter and LinkedIn) as well as additional emails to currently enrolled students were undertaken to advertise the upcoming courses each term. Attendance at one Facility Management conferences in Toronto and small ads in an FM magazine were also implemented in the last year. The conference was not considered a success due to the low turnout of the conference and not recommended for this upcoming year.

ii. Data on the number of Certificate registrants and graduates

Certificate statistics show a notable increase in new certificate enrollments between 2013 and 2015. In 2015-16 academic year (AY) the number of new certificate registrants remained above the 2009-2013 levels; however, a decrease in new registrations was observable. From 2009-10 to 2015-16, 36 students graduated with the certificate and 40 discontinued the certificate. The completion span for the Facilities Management Certificate is somewhat long at nearly four years' average, however, considering the requirements of eight courses, it averages out to approximately two courses per year. Enrolment is expected to increase for the next five academic years, based on linear estimates, according to enrollment trends from the 2011-2012 to 2015-2016 academic years.

5. Summary of Student and Alumni Surveys

i. Student Survey 2014

In the 2014 student survey, only two respondents were Facilities Management registrants. The sample is too small to quantify the results; however, free-text comments are useful to assess some aspects of the certificate. The course availability might be considered good as the student was able to complete the program quickly. The satisfaction with the program was high as was their propensity to recommend the School and enroll in more courses.

ii. Survey of Facilities Management Certificate Registrants

Considering the very small Facilities Management certificate students' sample in our institutional surveys, a custom short survey was conducted in mid-November 2016 to find out more about current students' satisfaction with the program, perceptions of quality and the structure. Thirty-seven (37) current certificate registrants were invited to complete an online questionnaire from which only four (4) provided feedback. The following is the summary of findings:

- The main reasons for enrolling in the program were predominately career-related.
- The program met students' expectations mostly (50%) or somewhat (50%).
- Respondents felt the program was too long (i.e., eight courses required for graduation). This is in contrast to over three quarters of general Chang School certificate population that finds the program length "*just right*".

iii. Alumni Survey 2016

Only one Facilities Management graduate completed the Chang School Alumni Survey 2016. The answers should be considered as indicative only. The respondent noted getting a job and career advancement as the main reasons for enrolling in the certificate program and noted that these goals were mostly met. One comment suggested the need for a diverse teaching body. Overall satisfaction with the program was high.

iv. Survey of Facilities Management Program Alumni

In view of the low response rate in The Chang School Alumni Survey 2016, an additional survey was carried out in January 2017 to obtain more sufficient feedback. Thirty program alumni who have graduated between 2012 and 2016 were invited to complete a short online questionnaire. The responses from eight (8) graduates were received. The following is the summary of findings:

- The main reasons for enrollment included work-related goals such as promotion, professional growth, skills upgrading, career change, and CFM exam writing.
- When asked whether the program had met their objectives, all except one respondent said 'yes'.
- When asked to provide suggestions for program improvements, several students recommended obtaining the IFMA (International Facility Managers Association) recognition, joining the

program with the IFMA certificate, updating admission requirements to include HVAC (heating, ventilation, and air conditioning) certification, and expanding the curriculum to include more courses directly related to facilities.

6. Industry Requirements

i. Industry Overview

Facility managers are the stewards of the space their organizations occupy and get involved in issues ranging from technical to environmental to human resource to space and leasing and even real estate strategy to provide productive, safe, comfortable work environments for their organization's employees. People in the industry can have many different titles and roles, from specialists in leasing, engineering, energy, environment, ergonomics, and finance, to head of the facility management (FM) department, with such titles as Office Manager, Facility Manager, Asset Manager, Property Manager, Director of Facilities, and Vice President of Facilities.

Facility Management (FM) is more than just a technical role. It requires management and business skills to be a steward of what is often the second largest expense behind personnel at most organizations. Facilities management is a hidden career with few direct career paths from high school into the industry. As a result, many people in FM come from other related jobs or careers, whether it's administrative, architectural, engineering, or technical.

The industry is large and relatively stable, with jobs in small companies and large multi-national conglomerates. It covers all types of facilities in both the public and private sectors. A facility manager could work for the federal or provincial government, municipalities, school boards, universities, colleges, hospitals, and courthouses. Private sector work could include legal firms, manufacturers, high-tech companies, charities, hotels and resorts, insurance companies, and retail companies.

ii. Industry Development

Facility Management as a profession has been developing for the last 30 years, however it is not yet a fully recognized profession and has no legislative or oversight bodies, only voluntary associations to represent the profession. In addition, the industry is fragmented by title and facility type. While the fundamental roles and responsibilities are similar across facility types, the practitioners see themselves as unique from their peers, often with different titles and represented by different associations.

The emergence of a dominant association (IFMA, with 24,000 members internationally) has not coalesced the profession and with entrenched competing associations, it is unlikely that it will. Educational opportunities and a clear career path into Facility Management from high school is limited not just in Canada; however, in the UK and USA, there are an increasing number of post-secondary educational opportunities.

iii. Comparator Certificates/Programs and Competitive Assessment

Facility Management is generally under-served in the education market in Canada with only one degree program available at Conestoga College – Architecture – Project and Facility Management (Bachelor of Applied Technology). There are several related programs aimed at either a specialist sector or a more technical role within the profession:

- University of Toronto – Facility Management Certificate
- Humber College – Property Management Certificate focusing on residential and institutional buildings
- BCIT – Operations Management (Facilities Management Option) Certificate
- Seneca College – Building Environmental Systems Facility Manager Certificate

Since the Ryerson Facility Management Certificate is a continuing education program with only in-class courses as its core offering, the competition for the program is within the GTA catchment area. For general Facility Management continuing education programs, the certificates from the University of

Toronto and Seneca are the most relevant competition. Currently, the Ryerson program requires 8 credits, Seneca requires 8 credits and the U of T program requires three.

Designations are also available from FM related associations, often through distance or in-class learning. These are focused on providing a designation rather than providing practical working knowledge.

7. Goals and Learning Outcomes

Following completion of the Certificate, graduates will have acquired functional competencies/learning outcomes for each of the goals and learning outcomes below:

Goal 1 – Overall Facilities Management responsibilities and functions	Provide an understanding of the facilities management disciplines and functions required to provide a coordinated approach to managing facilities, including finance, human resources, procurement and strategies needed.
<p>Learning Outcomes</p> <p>Discover the scope, responsibilities and core competencies of FM.</p> <p>Understand how FM fits into your organization and how to work with other corporate services.</p> <p>Learn about the full variety of functional areas involved in FM and how they support your organization.</p> <p>Know how to interact and interface with a variety of related professions necessary to deliver FM services.</p> <p>Learn how to develop and deliver services for your organization to support their strategic mission.</p> <p>Learn how to initiate and develop strategic plans.</p> <p>Understand how to manage staff and suppliers for efficiency and to achieve results.</p> <p>Know how to manage FM finances and budgets.</p> <p>Discover how to apply business principles to delivery of FM services.</p> <p>Understand your role as a steward of your organization’s largest asset.</p> <p>How to design efficient and effective organizations to deliver FM services</p> <p>Understand how to develop job descriptions and job postings.</p> <p>Find out how to recruit, select and train FM staff to create and retain a high-performance team.</p> <p>Discover the best techniques for managing and leading your staff to achieve results.</p> <p>Find out how to effectively procure service providers and manage their performance.</p>	
Goal 2 – Development, Leasing and Occupancy Management	Provide knowledge and practical understanding of how to plan and manage space for their organizations occupancy requirements.
<p>Learning Outcomes</p> <p>Understand how to conduct a planning, needs assessment, market analysis and site selection process for your organization.</p> <p>Understand the current real estate market, how to get information and how to use it for your assessment and selection process.</p> <p>Learn about dealing with brokers, lease documentation and process as well as the negotiation process.</p> <p>Discover how to procure and manage professionals involved in project management, design and construction.</p> <p>Discover how to develop leasing requirements as well as conduct analysis and eventual selection of a site.</p> <p>Understand the leasing process and how to work with brokers and other real estate professionals.</p> <p>Learn how to review and understand key lease clauses and legal issues related to leasing from or leasing to others.</p> <p>Find out how to set up an effective lease administration system and process.</p> <p>Understand the most recent approaches and concepts in space planning and overall workplace strategy.</p> <p>Discover tools, techniques and software used to manage space and provide analysis, reporting and decision making.</p> <p>Learn how to understand and plan office accommodation requirements including space, furniture, technology, ergonomics and accessibility.</p> <p>Find out how to develop and implement space planning and office allocation policies and procedures.</p>	
Goal 3 - Management of moves, renovations and lifecycle	Provide the skills and knowledge necessary to manage facilities related projects such as moves and relocations, fit up and renovations and infrastructure renewal and capital projects.
<p>Learning Outcomes</p> <p>Learn the methods for managing projects including feasibility studies, budgeting, stages of project planning, design and execution.</p> <p>Understand the fundamentals of managing projects within the FM role.</p> <p>Find out about regulatory and legal issues, corporate culture, contracting, performance and accountability when managing projects.</p>	

<p>Discover how to apply project management methods to a wide range of projects you will encounter in FM. Learn how to manage office moves, relocations and minor renovations. Learn about tools, techniques and software you can use to track and manage your assets. Find out how to establish the condition of your assets from a variety of sources including inspections and analysis of maintenance activities. Discover how to use lifecycle costing to make decisions about repairing or replacing assets. Learn how to create your capital replacement plan.</p>	
<p>Goal 4 – Building Operations and Maintenance</p>	<p>Provide an understanding of the technical and operational aspects of a facility including how to understand issues, diagnose and develop plans to correct or improve systems efficiency through expert resources.</p>
<p>Learning Outcomes</p> <p>Learn about the main building systems and how they interact together to provide a working environment for your organization. Understand the impacts of architecture, design and building codes on the facility. Discover how managing a building involves occupational health and safety as well as environmental and accessibility issues. Find out about building services such as security, cleaning, pest control, grounds and maintenance. Discover the general risks involved in managing facilities that you need to manage as well as your legal responsibility and due-diligence. Find out about the laws and regulations that govern buildings, including operations and construction and how various industry standards apply. Learn how to conduct risk assessments, how to prioritize and approaches to avoiding, mitigating or managing risks in facilities management. Learn how sustainability impacts your responsibilities and how you manage and operate buildings. Know about the range of sustainability issues you need to manage. Find out about the latest techniques, technologies, processes, products and systems available to improve the sustainability of your facilities. Discover how to justify and sell your sustainability initiatives to your senior managers and get approval for the resources you need. Learn how to develop plans and communications for your occupants to gain buy-in and participation in sustainability initiatives.</p>	

8. Development Plan

Revisions to the current Certificate will include the following:

- i. Maintain the existing core CDFM courses to minimize change while enhancing the program.
- ii. Provide a strong and in-depth curriculum that can give the program a competitive advantage.
- iii. Represent a well-reputable alternative educational offering that does not replicate other training courses offered by the competitors.
- iv. Develop two (2) new full certificate credit courses; redevelop a current full certificate credit course CDFM 203 Real Estate Planning and Development to a half credit course CDFM 114 Real Estate Planning and Development; and develop four (4) additional half certificate credit courses.
- vi. Initiate a plan to enable a shift towards distance learning starting within 3 years of the new program launch with the intent of being fully distance-learning capable within 5 years of the new program launch.
- v. In the future, explore and evaluate the possible offering of courses and topics from other programs that would be interested in this field. This could be in the form of adding more courses to address industry requirements for various specializations.

9. Academic Management and Governance

The academic home for the program is The G. Raymond Chang School of Continuing Education and within the School, the Communication and Design program area, which provides continuing support and advice to the program. At The Chang School, the program is overseen by its Program Director together with the Academic Coordinator managing the academic aspects of the program.

The program includes an external Advisory Committee made up of stakeholders from the wider community. The Academic Coordinator will be inviting new members to join i.e. a graduate student

member; members of other sectors where the program is already, or will be of significant relevance. The external Advisory Committee will provide input on the relevance of the program’s goals and course content to the wider community it serves.

10. Financial Viability

The financial team at The Chang School reviewed the financial status of the proposed review and confirmed viability.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Facility Management: Review*

D. CHANG SCHOOL CERTIFICATE IN FACILITY MANAGEMENT: IMPLEMENTATION OF PROGRAM REVIEW RECOMMENDATIONS

The Curriculum Committee of the Facility Management Certificate has undertaken a thorough review of this certificate and is now requesting the approval to implement the recommendations that follow.

1. Change the certificate name from Certificate in Facility Management to **Facility and Property Management Certificate**.

A change in the certificate name is recommended to reflect the changes and broader range of sectors and building types.

2. Change the admission criteria as follows:

Current: It is recommended that applicants have the following:
Undergraduate degree, or mature student status with related professional experience and education.

Proposed: It is recommended that applicants have the following:
Successful completion of a minimum 2-year postsecondary program, or mature student status with related professional experience and education.

3. i. Change the number of required courses from eight to six one-term courses; and

ii. Delete existing non-Facility Management specific elective courses and add specialty courses related to FM instead, to address the need for specialty facility types such as commercial buildings and retail/shopping centres.

CURRENT CERTIFICATE Students are required to successfully complete eight courses.	PROPOSED CERTIFICATE Students are required to complete six, 39-hour courses, or the equivalent.
<p>Required Courses CDFM 102 Facility Management: Facility Management Fundamentals CDFM 103 Facility Management: Project Planning, Design, and Management CDFM 104 Facility Management: Building Operations and Maintenance <i>Electives – Group A (select one)</i> CCMN 114 Communication: Short Management Reports CCMN 314 Communication: Professional Presentations Electives – Group B (select four) <i>Many of these electives have prerequisites which must be met by the student unless waived by the subject coordinator. Students may be allowed to substitute other appropriate elective courses with permission of</i></p>	<p>Full Credit Courses (39 hours each) These full credit courses are common to most professional requirements and form the core of the program courses. CDFM 102 - Facility and Property Management: Facility Management Fundamentals CDFM 106 - Facility and Property Management: Leadership, Strategy, Business & Finance for Facility and Property Managers CDFM 103 - Facility and Property Management: Project Planning, Design, and Management CDFM 104 - Facility and Property Management: Building Operations and Maintenance CDFM 105 - Facility and Property Management: Space Planning and Workplace Strategy CDFM 107 - Facility and Property Management:</p>

<p><i>the academic coordinator.</i></p> <p>CACC 100 Accounting: Introductory Financial Accounting</p> <p>CDFM 105 Facility Management: Space Planning and Management</p> <p>CDFM 203 Facility Management: Real Estate Planning and Development</p> <p>CDID 501 Lighting Design: Lighting Fundamentals</p> <p>CDID 504 Lighting Design: Lighting Energy Management</p> <p>CGMS 200 Global Management: Introduction to Global Management</p> <p>CGMS 401 Global Management: Operations Management</p> <p>CKAR 500 Architecture: Sustainable Buildings</p> <p>CKPM 202 Project Management: Fundamentals of Project Management</p> <p>CMHR 405 Human Resources: Organizational Behaviour and Interpersonal Skills</p> <p>CMKT 504 Marketing: Effective Persuasion</p> <p>COHS 208 Occupational Health: Occupational Health and Safety Law</p> <p>COHS 718 Occupational Health: Systems Management I</p>	<p>Recruiting and Managing employees and procuring contractors</p> <p><i>Half Credit courses (19.5 hours each)</i></p> <p>These half credit-courses provide specialized knowledge and expertise to Facility Managers for a variety of specific role requirements or specialized facility types. Whether students have these responsibilities currently or not, these areas of expertise will enhance their overall ability to manage Facilities in the future.</p> <p>Two 19.5-hour courses may be completed as the equivalent of one 39 hour course.</p> <p>CDFM 110 - Facility and Property Management: Leasing & Lease Administration</p> <p>CDFM 111 - Facility and Property Management: Capital and Asset Management</p> <p>CDFM 112 - Facility and Property Management: Risk, OH&S, Regulations and the Law</p> <p>CDFM 113 - Facility and Property Management: Sustainability in Facilities</p> <p>CDFM 114 - Facility and Property Management: Real Estate Planning and Development</p>
---	--

Certificate Transition Plan:

For existing certificate registrants, the number of credits required to achieve the certificate will continue to be 8 full credits. Since no existing core CDFM course is being removed from the certificate, students may continue to use all their earned credits as well as continue to take the courses previously offered. Students can apply for a substitution if they wish to take a newly introduced course to complete their certificate requirements.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Facility Management: Implementation of Program Review Recommendations*

E. CHANG SCHOOL CERTIFICATE IN DISASTER & EMERGENCY MANAGEMENT: COURSE DELETIONS; COURSE ADDITIONS

Five courses in the Certificate in Disaster & Emergency Management are being deleted and five new degree credit courses are being added, effective Fall 2017. They will also be listed as Open Electives on the Open Electives Table.

COURSE DELETIONS (Certificate Credit)	COURSE ADDITIONS (Certificate Credit and Degree Credit)
CKDM 100: Principles and Practices of Emergency Management	CSCI 230: Emergency Management Practice
CKDM 120: Emergency Operations and Incident Management	CSCI 232: Incident and Operations Management
CKDM 130: Critical Analysis of Operations	CSCI 234: Analysis of Critical Incidents
CKDM 140: Emergency Management Planning	CSCI 241: Planning for Emergency Management
CKDM 150: Risk Management	CSCI 243: Continuity and Risk Management

Rationale

The five CKDM certificate credit courses are being replaced by degree credit courses. Senate Policy 76 states that Ryerson’s certificate program curricula are to be developed such that their academic quality is not only comparable to that of degree programs, but, whenever academically appropriate, certificate courses should be part of Ryerson’s programs or deemed equivalent to degree programs in order to provide students with maximum accessibility and internal degree credit transfer.

Current and Revised Certificate

CURRENT REQUIRED COURSES	REVISED REQUIRED COURSES
CKDM 120 Emergency Operations and Incident Management CKDM 130 Critical Analysis of Operations CKDM 140 Emergency Management Planning CKDM 150 Risk Management CKDM 160 Emerging Issues	CSCI 232 Incident and Operations Management CSCI 234 Analysis of Critical Incidents CSCI 241 Planning for Emergency Management CSCI 243 Continuity and Risk Management CKDM 160 Emerging Issues
CURRENT ELECTIVES (SELECT ONE)	REVISED ELECTIVES (SELECT ONE)
CDCM 125 Disaster and Emergency Incident Communications CKDM 100 Principles and Practices of Emergency Management CKDM 105 Project Management in Disaster Recovery CKDM 110 Law of Disaster and Emergency Management CKDM 115 Intl Policies and Disaster Coordination	CDCM 125 Disaster and Emergency Incident Communications CSCI 230 Emergency Management Practice CKDM 105 Project management in Disaster Recovery CKDM 110 Law of Disaster and Emergency Management CKDM 115 Int’l Policies and Disaster Coordination

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Disaster and Emergency Management: Course Deletions; Course Additions*

E. Certificate in Energy Management and Innovation: Course Deletions; Course Additions

Five courses in the Certificate in Energy Management are being deleted and five new degree credit courses are being added, effective Fall 2017. They will also be listed as Open Electives on the Open Electives Table.

COURSE DELETIONS (Certificate Credit)	COURSE ADDITIONS (Certificate Credit and Degree Credit)
CKEI100: Energy Innovation and Entrepreneurship (required course)	CTEC241: Energy Innovation
CKEI110: Energy Conservation: Emerging Trends (required course)	CTEC269: Trends in Energy Conservation
CKEI120: Energy and the Public Policy Debate (required course)	CTEC282: Public Policy in Energy
CKEI130: Introduction to Smart Grid (required course)	CTEC264: Trends in Smart Grid
CKPM202: Fundamentals of Project Management (elective)	CTEC210: Fundamentals in Project Management

Rationale

The four CKEI and one CKPM certificate credit courses are being replaced by degree credit courses. Senate Policy 76 states that Ryerson’s certificate program curricula are to be developed such that their academic quality is not only comparable to that of degree programs, but, whenever academically

appropriate, certificate courses should be part of Ryerson’s programs or deemed equivalent to degree programs in order to provide students with maximum accessibility and internal degree credit transfer.

Current and Revised Certificate

CURRENT REQUIRED COURSES	REVISED REQUIRED COURSES
CKEI 100 Energy Innovation and Entrepreneurship CKEI 110 Energy Conservation: Emerging Trends CKEI 120 Energy and the Public Policy Debate in Canada CKEI 130 An Introduction to Smart Grid	CTEC241 Energy Innovation CTEC269 Trends in Energy Conservation CTEC282 Public Policy in Energy CTEC264 Trends in Smart Grid
CURRENT ELECTIVES (SELECT TWO)	REVISED ELECTIVES (SELECT TWO)
CECN 510 Environmental Economics CKEI 140 Current Topics in Energy Management and Innovation CKES 190 Renewable Energy and Green Technology CKPM 202 Fundamentals of Project Management CKSS 100 Fundamentals in Sustainability I	CECN 510 Environmental Economics CKEI 140 Current Topics in energy Management and Innovation CKES 190 Renewable Energy and Green Technology CTEC 210 Fundamentals in Project Management CKSS 100 Fundamentals in Sustainability I

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Energy Management and Innovation: Course Deletions; Course Additions*

F) CHANG SCHOOL CERTIFICATE IN LOCAL ECONOMIC DEVELOPMENT: PROPOSAL

1.0 Introduction

Local Economic Development (LED) describes the process in which local governments engage to enhance economic prosperity and quality of life. LED is an area of enterprise with a long history in Canada. It continues to be an avenue to promote local or regional development. LED involves a number of stakeholders—government, non-government, community and private sector organizations—focused on a variety of outcomes such as new business start-ups, greater sectoral diversification, job creation, increased productivity, sustainable growth, improved quality of life among others.

For the purpose of this proposal, LED refers to the process in which the local government, or some agency, authority or organization on behalf of the local government, engages to enhance a community’s capacity to effect economic progress in both a quantitative and qualitative manner.

1.1. Certificate Goals and Ryerson’s Mission

Consistent with the University’s Mission and the Chang School’s academic plan, the overarching goal of the Certificate is to successfully prepare graduates in the workforce with the knowledge and competence to address the current and emerging area of local economic development.

Ryerson University is in a unique position to take a leadership role in providing the target audience with a relevant and high-quality foundational program in the area of LED. The proposed program is aligned to current competencies and foundational knowledge areas represented both by the Economic Developers Association of Canada (EDAC) and the International Economic Development Council (IEDC) who aim to enhance professional competence and advance economic development as a profession.

1.1.1 Equity, Diversity and Inclusion

The proposal in LED meets the objectives of Ryerson University’s Office in Equity, Diversity and Inclusion (EDI).

- a) *Equity*: To promote the creation of opportunities and removal of barriers that may inhibit a student’s continuing education, the proposed Certificate in LED provides a normal and fast track option to promote access for students to best meet their schedules. At only four courses, students are able to

obtain a Certificate acknowledging their investment in continuing studies while also having the opportunity to apply for credits to support their Ec.D certification through EDAC.

b) Diversity: To demonstrate respect for diversity in knowledge, worldviews and experiences, the Certificate appeals to a diverse audience across life/career stages and disciplines. Furthermore, through the research-based certificate credit courses, students have the opportunity to contribute their personal and professional experiences with self-directed research projects that will address their objectives and that are related to community engagement, leadership and development. Students are also encouraged to apply learnings to specific issue related to learner's current community or organizational practice, which may include historical and under-represented or marginalized groups, including Aboriginal peoples, ethnic minorities and low-income communities or neighbourhoods.

c) Inclusion: Given the University's commitment to valuing equitable, intentional and ongoing engagement of diversity, the Certificate's Program Advisory Council and Subject Matter Experts demonstrate diversity across professional experiences in local economic development as well as working with diverse communities and populations. The commitment to inclusion will be further fostered in the hiring and training of instructors to foster a welcoming, supportive and respectful learning environment.

1.1.2. Approval for certification by EDAC

The proposed Certificate is an extremely valid proposition for both employers and students, given the recent approval for certification by EDAC. Upon successful completion of the Ryerson LED Certificate, graduates may apply to receive 20 points towards the 45 points required for their EDAC Accreditation. EDAC's approval is a critical component for the success of the Certificate as The Chang's School's environmental scan indicated that certification by EDAC is a growing requirement for job opportunities in LED, both provincially and nationally.

Research into the trends impacting employment in this field reveal that the target groups for this Certificate, such as municipalities and government agencies, are experiencing financial challenges with their LED budgets, which is driving the need for their employees to be LED certified. As well, a growing number of certified LED professionals are fast approaching retirement age, thus creating employment opportunities for younger certified professionals, in both private and public sectors, within the next five years.

Approval for certification by EDAC is also highly relevant and significant to the Certificate's success as the core mission of EDAC is to nationally advance economic development as a profession and to enhance professional competency within the field. Professional accreditation by EDAC provides certified LED professionals with further professional development opportunities such as a Master's degree in LED, seminars/courses, an annual national conference as well as access to a national economic development network and a host of other valued resources. An additional opportunity for certification with the International Economic Development Council (IEDC), has also been recently identified by the PAC, which will only serve to further reinforce the Certificate as a valid proposition for both students and employers.

1.2 Target Audience

The Certificate is targeted to a combination of introductory/entry-level, experienced and advanced professionals in local economic development, including:

- Current undergraduate students in Urban and Regional Planning;
- Recent (within last year) graduates of Urban and Regional Planning;
- Students from other faculties in Ryerson including Business Management and Administration, Public Administration, Economics and Marketing and Communications;
- Individuals looking to change career focus to local economic development;
- Practitioners working in government and community agencies and municipalities who would like to improve their education, skills and career opportunities; and

- Municipal politicians, NGOs and residential as well as commercial realtors, across all municipalities nationally.

1.3 Certificate Structure

The Certificate will consist of four required courses (2 degree credit; 2 certificate credit):

Course	Title	Description	Hours	Prerequisite*
CPL 745	Local Economic Development	Degree Credit	39 hrs	None
CPL 845	Economic Development and Business Improvement	Degree Credit	39 hrs	CPL 745
CVUP 155	LED Applied Research Project	Certificate Credit	30 hrs	CPL 745
CVUP 160	Capstone Project in LED	Certificate Credit	30 hrs	CPL 845

* Existing pre-requisites for PLE 745 and PLE 845 will be removed from the calendar.

1.3.1 Delivery Mode

The program will offer a combination of normal and fast track course deliveries. The normal offering for a total of 1 year includes 1 course a semester (Fall, Winter, Spring, Summer). The fast track could be intensive courses with durations of 2 months in total. This includes 2 weeks classroom time for degree credit courses (CPL 745; CPL 845) and 6 weeks for the completion of Certificate credit courses (CVUP155; CVUP160). For both offerings, industry guest lecturers will be invited to the face-to-face time, thus adding value to the course for learning, discussion and networking opportunities.

1.3.2 Course Calendar Descriptions

CPL 745 – Local Economic Development

This course introduces learners to the basics of local economic development. The course provides a historical overview of the profession and roles EDPs play in the local economy. The second phase of the course focuses on the spectrum of LED activities of EDPs: strategic planning, LED marketing, economic impact analysis and KPIs, foreign direct investment and strategic alliances, business retention and expansion, investment readiness, and tourism development, among other topics.

CPL 845 - Economic Development and Business Improvement

This course builds on the foundation laid in CPL 745 by adding specialized topics and techniques that are often employed by economic developers, including entrepreneurship ecosystems, municipal finance and budgeting, workforce development, local politicians and their role in LED, planners and EDPs relationship, business improvement areas and their role in LED, and communications and public relations for EDPs.

CVUP 155 - LED Applied Research Project

This course is an applied research paper focused on core LED topics learned in CPL 745. A key outcome of a municipal LED case study will be an analysis of how community members can be engaged and mobilized on an issue or initiative for community benefit and how community leadership can be activated and supported in that endeavour.

CVUP 160 - Capstone Project in LED

This course is a capstone project that builds on the topics learned in CPL 745 and 845. Groups of students will be formed. Students will be provided a LED project that reflects a specific challenge in a community. Examples of possible projects include the development of a presentation based on analysis of a set of real life scenarios or the analysis of a community issue.

1.4 Certificate Learning Outcomes

<p>GOAL 1. Provide basic fundamentals and practical knowledge on current best practices and innovative approaches within the field of Local Economic Development.</p>
--

LEARNING OUTCOMES

- Understand the working relationship between economic development practitioners and other professionals, the marketing tools used to retain and attract businesses, promoting tourism and conventions and networking function vis-à-vis the private sector, the utilities sector, and working relationships with other levels of government and agencies.
- Describe the basic fundamentals of LED, the difficulties and shortcomings of the profession and the viable solutions, which have been offered to try to address these concerns.
- Identify the components of marketing strategies
- Critique the principles of attracting and retaining business.
- Apply marketing principles to produce a comprehensive a marketing brochure
- Appraise the effectiveness and efficiency of a community project.
- Analyze and evaluate public and private LED governance models.
- Compare and evaluate local tourism strategies and downtown revitalization plans
- Review of a LED program, identify gaps in the process and evaluate alternative approaches.
- Articulate professional and personal learning objectives while exploring opportunities for projects that will address their objectives and that are related to community engagement, leadership and development.

GOAL 2. Provide an understanding of: the principles and practice of entrepreneurship ecosystems, incubators and accelerators; the concepts and practices of workforce development; the role of politicians and urban planners within the field of Local Economic Development; the roles of LED professionals in communications and public relations.

LEARNING OUTCOMES

- Understand the constructive partnerships in the community.
- Recognize the networking opportunities between politicians and urban planners.
- Discover how government, private sector organizations, NGOs and learning institutions in this field operate in practice, including, the structural, organizational and jurisdictional relationships among various levels of the profession.
- Distinguish the various types of the entrepreneurship ecosystems.
- Reflect on praxis, the relevance and application of conceptual and theoretical knowledge and information found in the literature and expounded in the classroom.
- Practice how to respond to public and media relations challenges through case studies.
- Develop a business succession plan for the community, as applicable.

GOAL 3. Provide opportunities for skills development in creativity and innovation, critical thinking and problem solving, collaboration, flexibility to be able to respond to current LED challenges.

LEARNING OUTCOMES

- Work collaboratively with other specialist to develop policies and program strategies.
- Use a variety of methodologies and approaches to problem solve
- Evaluate, analyze and create new concepts, policies and program strategies in LED.
- Conduct individual and group research and field paper that will result in a more profound understanding of a specific LED issues.
- Evaluate and analyze an actual case study.
- Create new policies and concepts.
- Prepare effective written and oral communication presentations for internal and external stakeholders.
- Demonstrate the ability to arrange and conduct interviews for data gathering purposes and evaluate the acquired data.
- Contribute to individual and group learning on the subject matter of the course by providing constructive observations, commentary and reflections on their colleagues' contribution and work in the course.
- Through dialogue and exchange in-group sessions, demonstrate progressively enhanced skills in listening and engaging in constructive and mutually respectful discussion, debate and cogent discussions.

1.5 Curriculum Development

The principles of EDI will be integrated throughout the development of course materials. Based on the preliminary scan completed by the Chang School, a focus on Aboriginal community development was deemed a critical component to foster a comprehensive perspective on local economic development. Currently, Aboriginal community development topics are proposed as part of the two degree credit courses. However, more in depth consultation is planned with Aboriginal faculty at Ryerson as well as representatives from the community to better immerse key principles of Aboriginal leanings and

experiences. It is also expected the immersion of Aboriginal community development will also be a potential focus for the self-directed individual and research Certificate credit courses.

So far, the LED program has entered into a partnership with the Ontario First Nations Economic Developers Association to jointly deliver course materials focusing on Aboriginal-focused policies that address economic challenges facing Aboriginal communities. In addition, and in collaboration with Dr. Wayne Caldwell, Canada's leading authority on Rural Community Economic Development, course material is being developed with around developing prosperity a stable and declining population, with best practices in economic development and planning for rural communities.

2.0 Academic Management

The academic home for the Certificate in Local Economic Development is the School of Urban and Regional Planning. Faculty and School Council approved the certificate on October 17, 2016. The Chang School will offer and assume administrative responsibility of offering the Certificate. The Standing Curriculum Committee and The Program Advisory Council shall meet annually and may meet more often at the call of the Chair. The Academic Coordinator for the Certificate will present a report that will include course registrations, Certificate registrations, and Certificate completion rates or any other business relevant to the state of the Certificate.

2.1 Admission Policy

It is recommended that applicants have the following:

- OSSD with six Grade 12 U or M credits (including English), with a minimum average of 60 percent, or equivalent
- Mature students with a College Diploma, undergraduate degree or a combination of work and life experience.

2.2 Evaluation Modes

All Certificate courses require at least three evaluation components with no individual component worth more than 40% of the overall grade. Student evaluation for the LED Certificate will take the form of research and report writing (all four courses), in class examinations (CPL745; CPL845), and oral presentations (CVUP155; CVUP160). CPL745 and CPL845 (degree credit) each have 4 assessments; 3 assignments are worth 20% each and the exam 40%. CVUP155 and CVUP160 (Certificate credit) have various assessment milestones during the process.

In order to successfully finish the LED Certificate program, students are required to undertake the following:

1. The independent capstone research paper may be related to the work of the City of Toronto, offering placement opportunities that will be invigilated and formalized.
2. The group capstone project is an experiential project where the students apply the knowledge and theory they have learned throughout the certificate program in a real-world setting to examine a specific LED idea or problem. With the guidance of a faculty mentor, students will produce a substantial paper that reflects a deep understanding of the topic. Case studies and program evaluations tend to be the most popular forms of capstone projects for students.

3.0 Certificate Resources

3.1 Library Support for the Certificate in Local Economic Development

The Ryerson Library collections and services will be more than sufficient for the needs of students and faculty in support of the proposed certificate in Local Economic Development. Students of the certificate program may find the resources/research guides that support the degree programs in Economics and Management Science and Urban & Regional Planning useful.

3.2 Staffing

In addition to the Academic Coordinator's responsibilities, the following human resources are required for the successful implementation of the Certificate in LED:

- Program Coordinator
- Instructors
- Program Director

4.0 Societal Need

4.1 Enrolment

It is expected that the first and second intakes will primarily consist of approximately 15 students (3rd and 4th years) from the School of Urban and Regional Planning, combined with an estimated 10 students (mature students and career changers) from The Chang School

4.2 Employment Overview

Using the websites of EDAC (Economic Developers Association of Canada) and EDCO (Economic Developers Council of Ontario), the following are current job offerings, in LED, many of which require a Certificate in Economic Development or eligibility for certification:

- Chief Executive Officer (Chamber of Commerce)
- Director, Economic Development and Tourism
- Director, Creative Economy
- Director, Community Development and Innovation
- Director, Business Development
- Manager, Economic Development and Planning
- Manager, Economic Diversification Department
- Tourism Manager
- Program Administrator
- Program Coordinator – Planning and Economic Development Department
- Marine Economic Development Coordinator
- Economic Development Officer
- Economic Development and Communications Officer
- Economic Development Analyst
- Economic Development Specialist
- Community Economic Developer

Further online research into job opportunities was conducted using various search engines and career/job sites and some public sector organization career sites. The findings showed jobs primarily in the public sector (approximately 80%) and in the private or not for profit sectors, including:

- NGOs
- BIAs across the country
- Federal, provincial and municipal governments
- Ontario Public Service
- Universities and colleges
- Site selector positions
- Community Resource Centres
- Economic Development consulting companies
- Financial Institutions
- Real Estate organizations
- Immigration services agencies
- Social enterprise development agencies (aboriginal communities)
- City co-ops/municipal economic development corporations

The Certificate in Local Economic Development will provide all students with the ability to develop/acquire technical skills and to build the competencies required for job positions in Economic Development:

- Have an in-depth knowledge of the economic development process.
- Understand Governance as it relates to the LED structure.
- Understand and execute operations inclusive of mentoring, creating partnerships and creating alliances through networking.
- Hone communication skills pertaining to presentations, media relations and communications planning.
- Understand how to conduct tactical and strategic municipal planning and build strategies.
- Understand how to create and present marketing/sales plans.
- Have a good understanding of financial statements, budgets, and be able to access and analyze risks, and know how to create a business plan.

4.3 Sector Survey and Analysis: Trends impacting employment in LED

Given that the baby boomer generation is currently fast approaching retirement age, within the next five years, positions in economic development are increasing both within the private and public sectors, provincially and nationally. Most significantly, the environmental scan conducted by The Chang School, reflects that there are multiple job opportunities in the field of economic development. At the time of the scan, approximately 60% of the jobs were in Ontario. Also, around 25% of the positions required candidates to have their Economic Development credentials.

5.0 Comparator Certificate Programs

There are a limited number of programs that offer education in the field of Economic Development. Of specific relevance, in late 1971, the founders of EDAC decided that a course in Industrial Development should be made available to all Canadian Economic Developers. This course would be both academic and practical in nature, thus enabling developers to broaden their horizons. The University of Waterloo was chosen in 1972 to pilot Year One of this Economic Development program and this program remains the only viable competitor in Ontario to Ryerson's proposed Certificate in Economic Development. The Certificate in Economic Development was introduced in 1985 and the Masters program in 1988. Today, both programs constitute a joint venture between the University of Waterloo and EDAC.

To offer such a program to a broader group of Canadians, in 1987, EDAC entered into an agreement with the Association des commissaires industriel du Quebec (A.C.I.Q) to provide a French Language Economic Development program at the University of Quebec in Montreal. EDAC was then able to offer educational programs in both official languages.

Since 2012, the Economic Developers Association of Alberta has partnered with the University of Calgary to combine courses in Community Economic Development, offered by EDA, with business and management training, provided by the University of Calgary. These programs, combined with field experience, aim to provide a deeper understanding of processes and operations within economic development which pertains to Canada. They also provide the students with the knowledge and training to write the certificate exam for the Ec.D professional designation from EDAC.

6.0 Financial Viability

This Certificate proposal has been assessed for financial viability and has been approved for offer.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang School Certificate in Local Economic Development: Proposal*

G) For Information: CHANG SCHOOL CERTIFICATES – REVISIONS

March 2017

- i. Certificate in Accounting-Finance: Elective Course Deletions (CACC 507; CACC 607)
- ii. Certificate in Preparation for Practice in Canada for Internationally Educated Professionals in Nutrition: Course Deletion (CFNP200); Course Addition (CFNP350)
- iii. Certificate in Advanced Nursing Leadership and Management: Course Deletion (CMHR 638)

April 2017

- i. Certificate in Advanced Nursing Leadership and Management: Course Deletion (CKPM 202); Course Addition (CTEC 210)
- ii. Certificate in Community Engagement, Leadership and Development: Course Deletion (CKPM 202); Course Addition (CTEC 210)
- iii. Certificate in Design Management: Course Deletion (CKPM 202); Course Addition (CTEC 210)
- iv. Certificate in Health Studies: Course Deletion (CKPM 202); Course Addition (CTEC 210)
- v. Certificate in Project Management for Technical Professionals: Course Deletion (CKPM 202); Course Addition (CTEC 210)

vi. Certificate in Sustainability Management and Enterprise Process Excellence: Course Deletion
(CKAR 610)

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

Denise O'Neil Green, Assistant Vice President/Vice Provost, Equity, Diversity and Inclusion

Anne Marie Singh, Faculty of Arts, Criminology

Anne-Marie Lee Loy, Faculty of Arts, English

James Nadler, Faculty of Communication & Design, Creative Industries

Wendy Freeman, Faculty of Communication & Design, Professional Communication

Thomas Tenkate, Faculty of Community Services, Occupational and Public Health

Annette Bailey, Faculty of Community Services, Nursing

Medhat Shehata, Faculty of Engineering and Architectural Science, Civil Engineering

Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering

Vadim Bostan, Faculty of Science, Chemistry & Biology

Yi Feng, Ted Rogers School of Management, Finance and Accounting

Jim Tiessen, Ted Rogers School of Management, Health Services Management

Jay Wolofsky, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education