

# BOARD OF GOVERNORS *PUBLIC MEETING*

Wednesday, October 26, 2011

4:30 p.m.

Scholfield Boardroom, Brealey Room #5920

Peterborough, ON

## A G E N D A

<i>Est. TIME</i>	<i>ITEM</i>	<i>SPEAKER</i>
2 min	<b>1. CALL TO ORDER, WELCOME, INTRODUCTION OF GUESTS</b>	Board Chair
	1.1 Introduction of 2011-2012 Board Executive <ul style="list-style-type: none"> <li>• Mr. Peter McLean, Board Chair</li> <li>• Ms. Joan Ross, Chair – Executive Committee (and Board Vice-Chair)</li> <li>• Mr. Jim Nesbitt, Chair – Finance and Property and Audit Committees (and 2<sup>nd</sup> Board Vice-Chair)</li> <li>• Ms. Karen Maki, Chair – Academic &amp; Student Affairs Committee</li> <li>• Ms. Nancy Dennis, Chair – Human Resources Committee</li> <li>• Dr. Tony Tilly, College President and Board Secretary-Treasurer</li> </ul>	
	1.2 Introduction of Incoming Governors <ul style="list-style-type: none"> <li>• External Governors, appointed for three-year terms September 1, 2011 through August 31, 2014  <i>Mr. Tim Degeer, Mr. John Mackle, Ms. Mary Anne Shill, Ms. Lori Sutcliffe-Geens</i></li> </ul> <p>A formal ceremony will take place at the November meeting when all members are present.</p>	
	<b>2. APPROVAL OF AGENDA</b>	Board Chair
	<b>3. CONFLICT OF INTEREST DECLARATION</b>	
10 min	<b>4. REPORT OF THE BOARD CHAIR</b> (Handout, to be received)	Gov. McLean
	<b>5. REPORT OF THE COLLEGE PRESIDENT</b> (Handout, to be received)	Dr. Tilly
	<b>6. UNANIMOUS CONSENT AGENDA</b>	
	<i>The following items/recommendations have been identified as part of the consent agenda for the closed session meeting; Governors are encouraged to call the President/Board Chair/Board Secretary in advance of the meeting if there are questions about a listed consent agenda item.</i>	
	<b>ITEMS:</b> (Enclosed)	
	6.1 Minutes of the June 22 and September 14, 2011 public meetings of the Board	
	6.2 Report of the Summer Decisions by the Executive	
	6.3 Report on the Activities of Board Committees for September and October 2011	
	6.4 Program Advisory Committee Meeting Summaries	
	6.5 Schedule of Program Advisory Committee meetings for Fall 2011	
	6.6 Index of Correspondence for the Summer/Fall 2011 timeframe	
	<b>MEETING AGENDA</b>	
2 min	<b>7. BUSINESS ARISING</b>	
	7.1 Financials for the Ontario College Graduate Certificate in International Business Management Program (Enclosed)	Mr. Harvey
30 min	<b>8. BOARD BUSINESS</b>	
	8.1 Fleming College 2011-2012 Accessibility Plan (Enclosed)	Ms. Crook
	8.2 New Program: Ontario College Diploma in Developmental Services Worker (Enclosed)	Mr. Harvey
	8.3 New Program: Ontario College Graduate Certificate in Environmental Visual Communications (Enclosed)	Mr. Harvey
	8.4 Report from the In-Camera Meeting	Board Chair

**Est.  
TIME**

**ITEM**

**SPEAKER**

**9. STRATEGIC DISCUSSION / DECISION ITEMS**

No presentation planned

10 min

**10. GENERAL LEARNING ABOUT THE COLLEGE / COLLEGE SYSTEM**

*Alumni*, presented by Ms. Grady, Advancement/Alumni Officer

a) Fleming College 2011 Premier's Awards Nominees (*Enclosed*)

b) Alumni Programming

**11. OTHER BUSINESS**

**12. ADJOURNMENT OF MEETING** approx. 5:30 p.m.

Board of Governors In-Camera Meeting   
Board of Governors Public Meeting

**ACTION REQUIRED:**  
Information/Discussion   
Decision

**SUBJECT: *Unanimous Consent Agenda***

**PRESENTED BY: Governor McLean, Chair – Board of Governors**

#### SOURCE / BACKGROUND

- By-law 1-102, s. 32.7: Board committees meet in-camera; minutes are reviewed and approved by the full Board at the next succeeding Board meeting as part of the Closed Session Consent Agenda.
- Board Policy 1-102L, *Guidelines for the Consent Agenda*

#### RECOMMENDATION

**THAT the Board of Governors of Sir Sandford Fleming College, by unanimous consent,**

**Approve the minutes of the**

**6.1 June 22 and September 14, 2011 public meetings of the Board of Governors; and**

**Receive, for information, the**

**6.2 Report of the Summer Decisions by the Executive**

**6.3 Report on the Activities of Board Committees for the September and October 2011;**

**6.4 the Meeting Summaries for the *Community Integration through Cooperative Education* (February 25), *Biotechnology Technologist Forensic* (April 7), *Outdoor Adventure Skills* (April 14), *Ecological Restoration Joint Degree* (May 5), Geographic Information Systems (May 17), *Educational Assistant* (May 19) and *Blasting Techniques* (July 11) Advisory Committees;**

**6.5 Schedule of Program Advisory Committee meetings 2011-2012;**

**6.6 Index of Correspondence received for the June through October 2011 timeframe.**

SIR SANDFORD FLEMING COLLEGE BOARD OF GOVERNORS

## BOARD OF GOVERNORS MEETING

*PUBLIC SESSION*

Wednesday, June 22, 2011

Scholfield Boardroom, Brealey Room #5920

Peterborough, ON

# MINUTES

**Present:** Mr. Astell, Ms. Dennis, Mr. Greene, Mr. Gulston, Ms. Hayes, Ms. Hill, Ms. Kalavrias, Mr. MacDougall, Ms. Maki, Mr. McLean, Mr. Nesbitt, Ms. Ross, and Dr. Tilly for the Board.

Ms. McFadden.

**Regrets:** Dr. Dockstator, Mr. Hodgson, Mr. Lovenuk, Mr. Rodd.

**Administration:** Dr. Angel, Ms. Crook, Mr. Harvey, Ms. Pawley-Boyd, Mr. Van Parys.

### Others Attending:

*Guests:* Ms. Laura Copeland, College Communications.  
Mr. Will Horeis, Frost Student Association.

*Item 9.3:* Ms. Blacker-Thomson, Ms. Benincasa.

### 1. Call to Order, Welcome

Board Vice-Chair, Mr. McLean, called the meeting to order at 3:43 p.m. and welcomed those in attendance.

### 2. Approval of Agenda

Dr. Tilly requested removal of Agenda item 8.3 (New College Policy #4-423 – Campus Security) from the agenda.

BoG June22-2011 #1

Moved and Seconded by Mr. Astell and Ms. Maki  
**THAT the agenda be approved as amended.**

Carried

### 3. Declaration of Conflict of Interest

Governors were invited to declare conflict of interest with respect to the agenda; none were declared.

### 4. Board Chair's Report and Remarks

Governor McLean drew attention to the handout document, presented on behalf of Mr. Rodd. The *Chair's Report* was received, for information.

### 5. President's Report and Remarks

The President drew attention to the bronze sculpture of Sandford Fleming on display in the Boardroom. This bust and plinth will be housed in the Boardroom at the Frost Campus. Dr. Tilly also extended thanks to Governors Sandra Hill, Andrew Hodgson and Murray Rodd who leave the Board on August 31, 2011 having completed their respective appointment terms. The *President's Report* was received, for information.



## 6. UNANIMOUS CONSENT AGENDA

Governors were requested to identify any items to be removed from the Unanimous Consent Agenda for placement on the regular Committee of the Whole meeting agenda; none were identified.

BoG June22-2011 #2

Moved and Seconded by Mr. Nesbitt and Mr. MacDougall

**THAT the Board of Governors of Sir Sandford Fleming College**

- **approve the minutes of the *Board of Governors* meeting of May 25, 2011;**
- **approve the *Investment Performance Report* for 2010-2011;**
- **grant the *Board Executive authority* to act on behalf of the Board on decisions that must be taken between June 23, 2011 and the first full meeting of the Board in September 2011 and that all such activity be reported publicly to the Board at the September meeting;**
- **rescind return to work policies #3-337 for Full-time Support Staff, #3-338 for Full-time and Partial-load Faculty, and #3-339 for Full-time Administrators;**
- **approve the consolidated return to work policy, College Policy #3-342 – *Return to Work Policy*;**
- **approve revised College Policies, #4-413 – *Smoking* and #2-201 – *Academic Regulations*; and**
- **receive, for information, the *Report on the Activities of the Board Standing Committees* for June 2011;**

Carried

## BOARD OF GOVERNORS MEETING AGENDA

### 7. Business Arising from the Minutes

None identified.

### 8. Board Business

8.1 Governance: A number of changes in provincial legislation and in Ministry requirements have occurred over the past several years, necessitating amendments to the by-laws of all colleges. The Board last conducted a full review of its by-law and the policies that support the by-law in the 2003-2004 timeframe. The Task Team responsible for the 2010-2011 review presented updated documents that have been vetted by legal counsel and which reflect current legislation, best practices, and our own work to streamline the governance process.

BoG June22-2011 #3

Moved and Seconded by Ms. Hill and Ms. Ross

**THAT the Board of Governors of Sir Sandford Fleming College approve the updated *By-law 1-102*, a by-law relating generally to conduct the affairs of the Board of Governors of The Sir Sandford Fleming College of Applied Arts and Technology, as circulated.**

Carried

BoG June22-2011 #4

Moved and Seconded by Ms. Maki and Ms. Kalavrias

**THAT the Board of Governors of Sir Sandford Fleming College approve the revised Board Policies under *By-law 1-102*, as circulated.**

Carried

These documents become part of the College Policy and Procedure Manual.

8.2 On behalf of the Audit Committee, Governor Nesbitt presented the Financial Statements for 2010-2011. The statements for the period ended March 31, 2011 reflect a balance of \$999,800. It was clarified that the recommendation to internally restrict funds is in relation to the excess of revenue over expenditures for the Frost and Sutherland Residence Operations; as income was generated through an ancillary operation, the funds are only used for items directly related to the residence.

BoG June22-2011 #5

Moved and Seconded by Mr. Nesbitt and Ms. Hayes

**THAT the Board of Governors of Sir Sandford Fleming College internally restrict \$344,300 for the purpose of future residence and other direct student services.**

Carried

BoG June22-2011 #6

Moved and Seconded by Mr. Nesbitt and Mr. Astell

**THAT the Board of Governors of Sir Sandford Fleming College approve the Financial Statements for 2010-2011 indicating net assets as of March 31, 2011 of \$10,887,319, as circulated.**

Carried

8.3 Report from the Committee of the Whole Meeting: The College has started to consolidate the fleet of staff laser printers, photocopiers, and FAX machines to one multi-function device. Xerox Canada Ltd. was awarded a Photocopier Fleet Contract reducing the equipment expense over the five years of the contract.

## 9. STRATEGIC DISCUSSION / DECISION ITEMS

9.1 Presented by Ms. Crook, the Annual Report for 2010-2011 incorporates a new reporting format set out in the Ministry's policy framework document. The College has been successful in achieving the majority of objectives. Members noted a disconnect with reporting cycles, noting an academic year (September through August), a fiscal year (April through March), and an HR year (January through December), and requested that Administration be more explicit in explaining this factor in reporting. It was also noted that with funding for the Kawartha Skilled Trades Institute now announced, documents should reflect this change.

BoG June22-2011 #7

Moved and Seconded by Ms. Maki and Ms. Kalavrias

**THAT the Board of Governors of Sir Sandford Fleming College direct Administration to include an addendum in the Annual Report and the Business Plan reflecting the province's announcement to fund the Kawartha Skilled Trades Institute.**

Carried

BoG June22-2011 #8

Moved and Seconded by Ms. Hill and Mr. Astell

**THAT the Board of Governors of Sir Sandford Fleming College approve the *Fleming College Annual Report 2010-2011*, as amended.**

Carried

9.2 Presented by Ms. Crook, the Business Plan for 2011-2012 identifies the operational outcomes the College expects to achieve this year. Eight critical priorities for 2011-2012 are identified under each of the strategic themes, and encompass both key projects and core business.

BoG June22-2011 #9

Moved and Seconded by Mr. MacDougall and Ms. Maki

**THAT the Board of Governors of Sir Sandford Fleming College approve the *Fleming College Business Plan 2011-2012*, as amended.**

Carried

9.3 Financial Plan for 2011-2012 – Ms. Blacker-Thomson provided an overview of the budget for 2011-2012, noting revenues and expenditures were down marginally from the Update Budget. It is balanced budget.

BoG June22-2011 #10

Moved and Seconded by Ms. Hill and Ms. Ross

**THAT the Board of Governors of Sir Sandford Fleming College approve the Financial Plan 2011-2012 which provides for**

- **Total Revenue of \$ 93,406,000**
- **Expenditures of \$ 92,726,000**
- **Capital Expenditure of \$ 6,784,920**
- **Net Assets at March 31, 2012 of \$ 11,567,000**

Carried

#### **10. GENERAL LEARNING ABOUT THE COLLEGE / COLLEGE SYSTEM**

Dr. Tilly provided an overview of the May meeting of the President's Advisory Council. This advisory body is part of the governance structure; the Board requested an integrated overview on the work of the PAC as a future item.

#### **11. OTHER BUSINESS**

Governors received an invitation to the annual Art Auction at the Haliburton School of The Arts taking place on August 11, 2011.

**12. ADJOURNMENT OF MEETING** at 4:34 p.m. by Mr. Nesbitt and Ms. Ross.

# BOARD OF GOVERNORS

## Public (Open Session) Meeting

Wednesday, September 14, 2011  
Camp Kawartha Environment Centre  
Peterborough, ON

## MINUTES

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**Present:** Mr. Astell, Mr. Degeer, Dr. Dockstator, Mr. Greene, Mr. Gulston, Ms. Hayes, Mr. Lovenuk, Mr. MacDougall, Mr. Mackle, Ms. Maki, Mr. McLean, Mr. Nesbitt, Ms. Ross, Ms. Shill, Ms. Sutcliffe-Geens, and Dr. Tilly for the Board.

Ms. McFadden.

**Regrets:** Ms. Dennis, Ms. Kalavrias.

**Administration:** Mr. Harvey, Vice-President Academic.

**Guest:** Mr. Bonner, Academic Lead – School of Business, Trades and Technology

### 1. Call to Order, Welcome

Board Chair, Peter McLean, called the meeting to order at 5:35 p.m. and welcomed those in attendance.

### 2. Declaration of Conflict of Interest – None declared.

### 3. New Program: Ontario College Graduate Certificate in International Business Management

As background for the incoming Governors, Dr. Tilly explained that Fleming College has a partnership with Centennial College that capitalizes on Centennial's very significant presence in India and their notable success in attracting Indian students. A core group of Fleming programs, in the technology and business areas as well as programs that link to university degrees, are promoted through on-site recruiters in Centennial's Bangalore office; these agents also attend overseas recruitment fairs and work with our Admissions Office in processing applications.

The proposed *International Business Management* program builds on our international trade and related specializations. It is a three-semester program designed for college and university graduates who wish to obtain specific training and experience to work in businesses that promote international alliances and trade. The program will also appeal to people currently working in industry who need to upgrade their skills and knowledge in order to advance in their field, or to add an additional skill set in the area of international business management. A major group of students who would be learners in this program are the new international students from India.

Related graduate certificate programs are offered at 10 Ontario colleges. Fleming's program is unique in that it builds on the applied project element at the end of the program. Fleming will also seek articulation agreements with universities at both the Bachelors' and Masters' degree levels.

Governors were then afforded an opportunity to seek clarification from Mr. Harvey and Mr. Bonner with respect to the proposed program and drew attention to the absence of a financial section in the proposal. Members were assured that the program is financially viable and that the financial

information had not been included due to tight timelines and re-deployment of staff during the strike. The Board directed that the financial projections be forwarded when available.

Referring to the improvements made to the program development and approval process over the past year, clarification was sought on where this proposal fit in the process. Mr. Harvey acknowledged it was out of sync, that the proposal had been fast-tracked and brought directly to the Board without benefit of College or Board committee review and recommendation, that delaying until the October cycle of meetings would impact speed-to-market. With Board approval, the proposal would move forward for credentials validation and marketing for a January 2012 launch pending funding approval by the Ministry.

BoG Sept14-2011 #1

Moved and Seconded by Ms. Hayes and Ms. Maki

**THAT the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Graduate Certificate in International Business Management* program effective January 2012, for forwarding to the Ministry of Training, Colleges and Universities for funding approval.**

Carried

**4. Adjournment** of meeting at 6:05 p.m. by Dr. Dockstator and Mr. MacDougall.

**REPORT /EXECUTIVE SUMMARY**

**October 26, 2011 – Agenda Item 6.2**

**CONSENT AGENDA**

Board of Governors In-Camera Meeting   
**Board of Governors Public Meeting**

**ACTION REQUIRED:**

**Information**   
 Decision

**SUBJECT: *Report of Summer Decisions by the Executive***

With the Board’s prior approval, the Executive conducts the work of the Board during the summer recess, ensuring the handling of urgent matters which may arise during the summer months. The Board of Governors authorized the Executive to act on its behalf on decisions that must be taken between June 23, 2011 and the first full Board meeting in September.

The Board held a brief meeting following the September 14 Retreat and cancelled the scheduled September 28 meeting.

The Executive was required to act on behalf of the Board on a property item.

**REPORT /EXECUTIVE SUMMARY**

**October 26, 2011 – Agenda Item 6.3**

**CONSENT AGENDA**

Board of Governors In-Camera Meeting   
**Board of Governors Public Meeting**

**ACTION REQUIRED:**

**Information**   
 Decision

**SUBJECT: *Report on the Activities of Board Committees***

Committees are not scheduled to meet in the month of September.

The October meetings of the Academic & Student Affairs Committee and the Finance and Property Committee were cancelled.

The Naming Committee, the Human Resources Committee, and the Executive Committee all held meetings in October. Items from these meetings requiring Board approval are listed on the Agenda.


**Fleming College**

LEARN | BELONG | BECOME

**Community Integration through Cooperative Education  
Advisory Committee Meeting  
February 25, 2011  
Sutherland Campus, Room 515**

## MEETING SUMMARY

- Present:** Peter Bascan (People First – Peterborough); Laura Challice (People First – Peterborough); Gail Mackenzie (Kawartha Pine Ridge District School Board); Jack Gillan (Community Living Peterborough); Ray Walt (Chair); Deb Reid (Down Syndrome Association of Peterborough)
- Regrets:** Christine Crough (Building Bridges); Elaine Mason (PNVCCDSB); Christine Orton (KPRDSB)
- Fleming Staff:** Audrey Healey (Counsellor), Pauline Smiley (Centre for Learning & Teaching), Joyce Wade (Program Co-ordinator)
- Recorder:** Tara Meldrum, School Operations Liaison

	Key Points / Actions	Follow-up / Status
1.	<p>The Program Coordinator provided the committee with an update on program status, including:</p> <ul style="list-style-type: none"> <li>- Number of current applicants</li> <li>- Financial Aid opportunities for students</li> <li>- Dedicated classroom space</li> <li>- Curriculum updates</li> <li>- Marketing updates</li> </ul>	None required





**Biotechnology Technologist Forensic Program**

**April 7, 2011**

**Sutherland Campus, Room 5920**

**MEETING SUMMARY**

**Present:** Nicholas Buchner (Ontario Institute for Cancer Research), Graham Cameron (Standards Council of Canada), Richard Cooke (Turnkey Automation Inc.), Debbie Collyer (Pepsi Co. – QTG Foods Canada Inc), Dr. Shari Forbes (University of Ontario Institute of Technology), Danielle Rocheleau (Greater Peterborough Innovation Cluster)

**Guests:** Heather Cavanagh (Charles Sturt University, Australia)  
Peter Andreas (1<sup>st</sup> year Student, BTF Program)

**Regrets:** Dr. Joanna Freeland (Trent University), Gareth Jones (Centre of Forensic Sciences), Brad Barnum (Lakefield Research-SGS Canada), Gabriella Mastromonaco (Toronto Zoo), Michael Sahl (Hamilton Company), Ian Thompson (Hamilton Company)

**Fleming Staff:** Shannon Langlois (Faculty), Paul Legacy (Dean), Ashvin Mohindra (Coordinator/Faculty), Deb Holts (Academic Lead)

**Recorder:** Janice Miller (School Operations Liaison)

Key Points / Actions		Follow-up / Status
<b>Action Items</b>		
1.	Increased student numbers in the program may warrant utilization of lab space at another facility.	
2.	A formal in depth program review of the BTF Program is presently ongoing.	A synopsis of the final report will be presented at the next meeting
<b>Non-Action Items</b>		
1.	The Dean's report highlighted projected fall enrolment and budget status.	

*A complete set of meeting minutes is available to Governors in the Board Circulation binder*



Outdoor Adventure Skills  
 April 14<sup>th</sup>, 2011  
 Room 252, Frost Campus

## MEETING SUMMARY

- Present:** Sean Pennylegion (Haliburton Forest), John Langford (Voyageur Quest and Langford & Company), Jason Prichard (Wendigo Lake Expeditions), Gilles Miron (ORCA Guide/Instructor) Andy Gruppe (Camp Wanakita), Robert Evis (Paddlefoot), Jon Moreno (Wildrock Outfitters)
- Regrets:** Scott Ewart (1000 Islands Kayaking), David Taylor (Maple Canoe), Jane Isbister (Wilderness Medical Associates International)
- Fleming Staff:** Glenn Allen (Curriculum Development), Thom Lambert (Faculty) Rick Whitteker (Program Co-ordinator), Val Bishop (Program Faculty), Marie Walden-Oulahen (Employment Services)
- Notetaker:** Kyla Maude

	Key Points / Actions	Follow-up / Status
1.	<p><b><u>PROGRAM-RELATED ACTIVITY</u> – Rick Whitteker &amp; Val Bishop</b>            The committee was provided with an update on current/ongoing activity within the program as follows:</p> <p><b>Program Effectiveness</b>            Close to 25% of the class will not receive their certificate this year due to missing assignments and a lack of effort. However, there is still a core group of students who are performing at an average or above average level.</p> <p><b>Changes to OAS</b>            The Customer Service course was dropped in exchange for the Program Planning and Interpretation course. The Customer Service class taught soft skills, while the Program Planning and Interpretation class is more concrete and offers a range of complimentary skills that go with OAS.</p>	
2.	<p><b><u>STUDENT INPUT</u></b>            Students were welcomed to the committee. The students are in the Outdoor Adventure Skills Certificate Program and provided feedback to the committee members. Committee members had a conversation with the students, and thanked them for attending the meeting and sharing their experiences with the group.</p>	
3.	<p><b><u>Next Meeting</u></b>            Thursday, April 12, 2012 from 1:00 pm to 4:00 pm.</p>	



**Ecological Restoration Joint Degree Advisory Committee**  
**May 5, 2011**  
**Frost Campus, Lindsay, Room 252**

**MEETING SUMMARY**

**Present:** Brian Basterfield (Basterfield & Associates), David Holdsworth (Trent University), Mark Browning (Ministry of Natural Resources), Meredith Carter (Otonabee Conservation), Peter Lapp (Trent University), Rob Messervey (Kawartha Conservation), Tom Whillans (Trent University), Colin Cassin & Cameron Winter (students)

**Regrets:** Joan Chamberlain (Parks Canada), Steven Bocking (Trent University), Tom Hutchinson (Trent University), Dan Longboat (Trent University), Karen Maki (Trent University)

**Fleming Staff:** Linda Skilton (Principal/Dean) Mary Ann Elliot (Academic Lead), Eric Sager (Program Co-ordinator), Marie Walden-Oulahen (Career and Employment Services), Brent Wootton (CAWT), Lawrie Gulston (Faculty member),

**Notetaker:** Kyla Maude, School Operations Liaison

	Key Points / Actions	Follow-up / Status
<b>Action Items</b>		
1.	The committee agreed that the current compilation of members is mainly internal members from Fleming College or Trent University. The committee agreed that more external members need to be invited to sit on the committee to diversify thoughts and opinions.	Eric Sager to follow-up with members re: expanding advisory committee to incorporate more external members.
2.	It was noted that students and parents seemed confused at the Trent Open House with regards to enrolment in the ERJ program. How to register/enroll in the program needs to be made easier. Currently, students need to apply both to the university and the college, causing confusion regarding costs, etc.	Linda Skilton to talk to Registrars Office regarding application to ERJ.
3.	Fleming website is out of date and needs updates to reflect current courses and requirements.	Eric Sager to update Fleming College website for ERJ program to depict correct course listings.
<b>Non-Action Items</b>		
1.	Linda Skilton to invite advisory committee members to convocation ceremony at Trent University in June 2011.	
2.	An update was provided on the status of the current program curriculum and future developments.	
3.	A Campus Principal's report was distributed, for the committee's information. The report included an update on provincial activity as well as an overview of campus/school activities over the past academic year.	





**Geographic Information Systems Advisory Committee**

**May 17, 2011**

**Frost Campus, Lindsay, Room 252**

**MEETING SUMMARY**

**Present:** Beatrize Vitorino (Environmental Geological Consulting Company), Chris Wilkinson (Conservation Ontario), Dan Bulgur (ESRI Canada), Frank Kenny (MNR), James Britton (MNR), Mike MacLean (City of Peterborough), Chris North (43 North GIS Consulting Inc), Tammy Sikma (County of Peterborough), Jonathan Hooper, Colby Jackson, Jessica Mueller and Jeremy Cottrill (Students)

**Regrets:** Duncan Rowe (Regional Municipality of York), Al Buckle (Teranet Land Information Service Inc.), Gordon McElravy (Cansel Survey Equipment), Linda Skilton (Principal/Dean)

**Fleming Staff:** Mary Ann Elliott (Academic Lead), Lawrie Keillor-Faulkner (Program Co-ordinator), Marie Walden-Oulahen (Career and Employment Services), Glenn Allen (Centre for Learning & Teaching), Noreen Goodliff (Faculty)

**Notetaker:** Kyla Maude, School Operations Liaison

	Key Points / Actions	Follow-up / Status
<b>Non-Action Items</b>		
1.	<p>The curriculum continues to work well for both Cartographic Specialists and Application Specialists. There are four common courses between the two and only a difference of four courses between the two programs.</p> <p>Continuing challenges: The software is constantly changing, making it sometimes difficult to keep up with the updates and changes. In addition, the program has seen some key faculty leave over the past couple of years, only one of whom has been replaced</p>	
2.	<p>The students felt the following could be improved upon:</p> <ul style="list-style-type: none"> <li>- Web Programming course – there was not enough time here to dig into the software, as there were so many to cover. The students felt it would have been more productive to know just a few software programs very well.</li> <li>- Technology at the school is limited. The computer lab has limited computers and limited hours. All of the students agreed that this is a major set-back for the program.</li> </ul>	
3.	A Campus Principal's report was distributed, for the committee's information. The report included an update on provincial activity as well as an overview of campus/school activities over the past academic year.	
4.	<p>The next meeting date was scheduled as follows:</p> <p>November 2011 (conference call or ½ day meeting).</p> <p>Tuesday, May 15<sup>th</sup>, 2012. 10:00 am – 3:00 pm</p>	





**Educational Assistant Advisory Committee**  
**May 19, 2011**  
**Sutherland Campus, Room 5920**

### MEETING SUMMARY

- Present:** Brandi Kelly (Kawartha Pine Ridge District School Board), Wilma Lynch (Trillium Lakelands District School Board)
- Regrets:** Kevin Forrest (Geneva Centre for Autism), Debbie Irish (Geneva Centre for Autism), Sandy Gougeon (Kawartha Pine Ridge District School Board)
- Absent:** Deb Willette (Peterborough Victoria Northumberland Clarington Catholic School Board)
- Fleming Staff:** Jayne Asselin (Faculty, Educational Assistant Program), Carol Kelsey (Dean), Ann McDonald (Co-ordinator, Educational Assistant Program), Linda Poirier (Academic Lead)
- Recorder:** Joanne Brown, School Operations Liaison

	Key Points / Actions	Follow-up / Status
<b>Non-Action Items</b>		
1.	Committee members were provided with a program update i.e. enrolment numbers, key performance indicators and program development.	
2.	Discussion occurred with local school boards re field placement component of the Educational Assistant program.	
3.	MTCU Vocational Outcomes Document (draft) – Item 6(h) – Discussion occurred regarding the role Educational Assistants play in the administration of prescription drugs.	
3.	Update was provided from local school boards regarding the role of various support staff positions (Educational Assistants, Early Childhood Educators and Child and Youth Workers).	
4.	A Dean's report was presented. Enrolment for winter semester exceeded target; celebration in February of our new front lobby; new Chair positions; Ontario Premier's Awards and upcoming convocation. Fleming will be launching a three year Child and Youth Worker diploma program in the fall.	

A complete set of meeting minutes is available to Governors in the *Board Circulation Binder*





**Blasting Techniques Advisory Committee**

July 11, 2011

Room 252, Frost Campus

10:00 am – 3:00 pm

**MINUTE SUMMARY SHEET**

**Present:** Lorne Bellamy (Bellamy & Associates), Ron Elliott – by phone (Pacific Blasting and Demolition Ltd.), Tony Kimmitt (CLC Construction), Roger McGilvray (Walker Industries), Gary Oswald (Gary Oswald Blasting Ltd.), Norm Patterson (Orica Canada Ltd.), Alan Romphf (Austin Powder Ltd.), Cam Thomas (Thomas Engineering Ltd.), Christopher Watson (Natural Resources Canada)

**Regrets:** Rob Cyr (Explotech Engineering), Bruno Dupe (Castonguay Blasting Ltd.), Ray Jambakhsh (DST Consulting Engineers Inc.)

**Fleming Staff:** Linda Skilton (Principal/Dean, Frost Campus), Bill Smith (Program Coordinator), Gord Bailey (Resources Drilling & Blasting Program Co-ordinator) Marie Walden-Oulahen (Career Services Advisor), Cathy Alldred (Notetaker).

**Students:** Ryan McCreight & Robert Taylor

	Key Points / Actions	Follow-up / Status
<b>Action Items</b>		
1.	<p><b>Student Numbers</b> Started with 37 students. 27 passed. 7 taking the Resources Drilling and Blasting Program, 20 looking for jobs (9 found jobs – located all across the country).</p> <p><b>Curriculum Update</b> Bill Smith will supply the committee with all course outlines so they can study them and provide input.</p>	Bill Smith to provide course outlines to committee members.
2.	Linda Skilton suggested that a database could be developed representing possible employers for program graduates, and information on the program and related skills being taught could be sent out. Linda will work with Marie Walden-Oulahen to initiate this	Linda Skilton and Marie Walden-Oulahen to develop database of employers.
<b>Non-Action Items</b>		
1.	<p><b>Academic Awards / Student Bursaries</b> Gord asked members to keep in mind academic award(s) for the program. ISEE offers scholarships / bursaries for students.</p>	Committee members
2.	<p><b>Purchase of Drills</b> The Resources Drilling and Blasting Program and the Blasting Techniques Program would like to purchase 2 identical used hydraulic drills with carousels (safer for students) Ideally with around 2000 hrs. of use. The equipment currently in use is quite outdated, and is no longer suitable for use at Lafarge for field trips. Discussion took place on the merits of purchasing vs. leasing. Problems are associated with availability and timing if leasing. Gord Bailey asked members to keep the College in mind if members hear of this type of equipment becoming available.</p>	Committee members
3.	A Campus Principal's report was distributed, for the committee's information. The report included an update on provincial activity as well as an overview of campus/school activities over the past academic year.	None required



October 2011

## ADVISORY COMMITTEE MEETING SCHEDULE

### October – December 2011

<b>School of Environmental &amp; Natural Resource Sciences (All meetings @ Frost )</b>	
Sustainable Agriculture	<b>October 18, 2011</b> 5:00 pm – 8:00 pm, Room 252
Fish and Wildlife Technician/Technology	<b>October 19, 2011</b> 10:00 am – 3:00 pm, Room 252
Environmental Technician/Technology	<b>October 24, 2011</b> 10:00 am – 12:00 pm, Room 252
Geomatics	<b>November 7, 2011</b> 11:00 am – 2:00 pm, Room 252
Geographic Information Systems	<b>November 16, 2011</b> 10:00 am – 2:00 pm, Room 252
<b>School of Education, Health &amp; Wellness</b>	
Paramedic	<b>October 7, 2011</b> 10:00 am – 12:00 Noon, Room: 5920
Massage Therapy	<b>October 13, 2011</b> 8:00 am – 10:30 am, Room: 515
Health Information Management	<b>October 28, 2011</b> 9:30 am – 11:30 am, Room 515
Pharmacy Technician	<b>October 28, 2011</b> 1:00 pm – 3:00 pm, Room 5920
Educational Assistant	<b>November 3, 2011</b> 3:00 pm – 5:00 pm, Room 5920
Early Childhood Education	<b>November 4, 2011</b> 9:00 am – 11:00 am Room 5920
Practical Nursing	<b>November 10, 2011</b> 9:00 – 11:00 am, Room 5920
Esthetician	<b>November 14, 2011</b> 9:30 am – 11:30 am Room: 319 Cobourg Campus
Personal Support Worker	<b>November 18, 2011</b> 10:00 am – 12:00 Noon Room 515
Fitness & Health Promotion	<b>November 28, 2011</b> 8:30 am – 10:30 am, Room 5920
<b>School of Law, Justice &amp; Community Services</b>	
Developmental Service Worker	<b>October 21, 2011</b> 9:00 am – 12:00 Noon Room: 5920
Social Service Worker	<b>October 24, 2011</b> 9:00 am – 11:00 am Room: 5920

Please contact Mary Jane Jackman ([mjackman@flemingc.on.ca](mailto:mjackman@flemingc.on.ca)) to obtain agenda, meeting material

**CONSENT AGENDA**

Board of Governors In-Camera Meeting

**Board of Governors Public Meeting**

**ACTION REQUIRED:**

**Information**

Decision

**SUBJECT: *Index of Correspondence for the Summer/Fall 2011 timeframe***

A report to detail the correspondence received and available for review in the **Circulation Binder**. By providing the index in advance, Governors are able to flag items they may wish to have discussed or clarified.

**MINISTRY OF TRAINING, COLLEGES & UNIVERSITIES CORRESPONDENCE**

The Ministry has approved the following programs for funding:

- *Heating, Refrigeration and Air Conditioning Technician* (Ontario College Diploma), effective September 2011
- *Plumbing Techniques* (Ontario College Certificate), effective August 2011
- *Pharmacy Technician* (Ontario College Diploma), effective September 2011
- *Green Business Management* (Ontario College Graduate Certificate), effective January 2012
- *Urban Forestry Technician* (Ontario College Diploma), effective September 2012

Remarks by the Honourable John Milloy, Minister of TCU to the Canadian Club on May 30, 2011

**COLLEGE SYSTEM CORRESPONDENCE**

*The College Dispatch*

- September / October 2011 issue

*Inside ACCC*

- September 2, 16 and 30, and October 14, 2011 issues

**FLEMING “IN THE NEWS”**

*Fleming College Media Clippings*

- May and June, 2011

2011 Convocation Programs

- Haliburton, May 27
- Frost Campus, June 3
- Sutherland Campus, June 7 through 9

**PROGRAM ADVISORY COMMITTEE MINUTES**

- Community Integration through Cooperative Education (February 25, 2011)
- Biotechnology Technologist Forensic (April 7, 2011)
- Outdoor Adventure Skills (April 14, 2011)
- Ecological Restoration Joint Degree (May 5, 2011)
- Geographic Information Systems (May 17, 2011)
- Educational Assistant (May 19, 2011)
- Blasting Techniques (July 11, 2011)

Board of Governors In-Camera Meeting   
Board of Governors Public Meeting

ACTION REQUIRED:

Information/Discussion   
Decision

**SUBJECT: *Financials for the Ontario College Graduate Certificate in International Business Management Program***

**PRESENTED BY: Mr. Harvey, Vice-President Academic**

#### **SOURCE / BACKGROUND**

The proposal to offer an Ontario College Graduate Certificate in *International Business Management* was approved by the Board of Governors at the September 14, 2011 meeting.

The detailed financial projections associated with the program were not available at that time. The Board requested the material be forwarded when available; the material is attached, for information.

#### **DISCUSSION / OPTIONS**

Forty (40) applications have been received, as of October 17, 2011.

#### **FINANCIAL AND OTHER IMPLICATIONS / IMPACTS**

N/A

#### **RECOMMENDATION**

THAT the Board of Governors of Sir Sandford Fleming College receive the financial projections for the *International Business Management* program.



## NEW PROGRAM COSTING ASSUMPTIONS TEMPLATE

**New Program Name: International Business Management**

ASSUMPTIONS/VARIABLES	NOTES
<b>REVENUE VARIABLES</b>	
<p><b>Enrolment</b>            Year 1 Intake            Year 2 Intake            Year 3 Intake            Year 4 Intake</p> <p>Attrition Factors/Rationale</p>	<p><b>For Sept.</b>            10 International – 5 Domestic            20 International – 10 Domestic</p>
<p><b>BOG Funding</b></p> <p>Expected Weighting Factor</p>	<p>Program Weight <b>1.0</b> Tuition factor</p> <p>Funding Unit <b>0.9</b></p>
<p><b>Tuition</b>            Standard            Differentiated (High Demand)</p> <p><b>NOTE: If high demand tuition is identified, ensure that this is highlighted on the costing summary and in the motion to the Board.</b></p> <p><b>Criteria for Differentiation:</b>            1) high demand for instructional spaces            2) high employer demand for graduates;                and            3) high income for employed graduates            - maximum up to 15% of total college programs for diploma (confirm capacity with Director of Budget Services)            - no maximum for post-diploma programs</p>	<p>High Demand Domestic, based on highest tuition per similar program is \$4,216</p> <p>International Tuition \$13,916</p>
<p><b>Additional Fees/Income</b></p> <ul style="list-style-type: none"> <li>- Lab</li> <li>- Field Trips</li> <li>- Field Camp/School</li> <li>- Other</li> </ul> <p><b>Criteria for Fees:</b>            Must be in accordance with Tuition and Ancillary fees reporting guidelines.</p> <p>(Fees cannot be charged for bussing, accommodation, labs, consumable supplies and equipment.)</p>	<p><b>Compulsory Ancillary Fees – require approval of SA/SAC annually</b></p>

<b>Expense Variables</b>	
<b>Direct Academic Costs</b> <ul style="list-style-type: none"> <li>- Course to be delivered</li> <li>- # of hours/course</li> <li>- Delivery breakdown by component for each course (i.e. lec/lab/sem)</li> <li>- Field placement hours/delivery</li> </ul>	Curriculum information from program proposal (CLT)
<b>Staffing - Instructional</b> <ul style="list-style-type: none"> <li>- complement required</li> <li>- % split between FT and Contract</li> <li>- % split between PT and PL</li> </ul>	40% Full Time, 60% Contract
<b>Information Technology</b> <ul style="list-style-type: none"> <li>- software requirements</li> <li>- hardware requirements</li> <li>- multi-media requirements</li> <li>- technical support required</li> </ul>	
<b>On-Going Operating Expenses</b> <ul style="list-style-type: none"> <li>- instructional supplies</li> <li>- delivery support (e.g. Technologist)</li> <li>- Coordinator release time/stipend</li> </ul>	\$1,000 per year
<b>Capital Requirements</b> <ul style="list-style-type: none"> <li>- new equipment/materials required to launch</li> <li>- facilities renovations, requirements</li> <li>- funding source (CERF, FRG, SuperBuild, fundraising, endowments)</li> <li>- security systems/needs</li> </ul>	
<b>One-time Start-Up Expenses</b> <ul style="list-style-type: none"> <li>- curriculum development</li> <li>- library acquisitions</li> <li>- specialized marketing materials/events</li> <li>- software purchase</li> </ul>	\$15,000 Curriculum development
<b>Space Requirements</b> <ul style="list-style-type: none"> <li>- lease/rental costs</li> <li>- lab space</li> <li>- classroom space</li> <li>- specific room requirements</li> </ul>	
<b>Scheduling Requirements</b> <ul style="list-style-type: none"> <li>- scheduling restrictions</li> <li>- schedule-free days</li> <li>- daylight dependencies</li> <li>- sequencing requirements</li> </ul>	

## Sir Sandford Fleming College - Program Costing

### Program Name: International Business Management

Tuition (net)	\$	3,360
Tuition - International (net)	\$	8,320
BOG (per yr)	\$	4,300
Attrition		10%
WFU		0.90

(All values expressed in current dollars)

	Startup	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Semester One Enrolment		15	30	30	30	30	30
Semester Two Enrolment		14	27	27	27	27	27
<b>Revenues</b>							
Tuition Fees	\$ -	\$ 95,840	\$ 190,000	\$ 190,000	\$ 190,000	\$ 190,000	\$ 190,000
MTCU Operating Grant Received		-	6,450	19,350	32,250	38,700	38,700
<b>Total</b>		<b>95,840</b>	<b>196,450</b>	<b>209,350</b>	<b>222,250</b>	<b>228,700</b>	<b>228,700</b>
<b>Expenses</b>							
Academic Direct		91,623	94,510	94,510	94,510	94,510	94,510
Program Coordinator		14,426	14,426	14,426	14,426	14,426	14,426
Course Supplies		1,000	1,000	1,000	1,000	1,000	1,000
Dean & Other academic costs		5,559	11,394	12,142	12,891	13,265	13,265
<b>Total</b>	\$ -	\$ 112,608	\$ 121,330	\$ 122,078	\$ 122,826	\$ 123,200	\$ 123,200
<b>Net Contribution or (Cost) of Proposed New Program before Overheads</b>							
		(16,768)	75,120	87,272	99,424	105,500	105,500
<b>Contribution %</b>		(17.5%)	38.2%	41.7%	44.7%	46.1%	46.1%
<b>Startup and Replacement Capital Costs</b>							
<b>Development Costs</b>		15,000					
<b>College Overhead</b>		31,244	64,043	68,248	72,454	74,556	74,556
<b>Net Contribution or (Cost) of Proposed New Program</b>							
	\$0	(\$63,012)	\$11,078	\$19,024	\$26,970	\$30,944	\$30,944
<b>Cumulative Cash Flow</b>							
	\$0	(\$31,768)	\$43,352	\$130,624	\$230,048	\$335,548	\$441,048

#### Assumptions:

1. Dean and other academic administrative expenses allocated at 5.8% of revenue
2. Academic delivery costs are comprised of 40% FT Faculty and 60% PT/PL Faculty
3. College overhead is allocated at 32.6% of revenue

Board of Governors In-Camera Meeting   
Board of Governors Public Meeting

ACTION REQUIRED:

Information/Discussion   
Decision

**SUBJECT:** *Fleming College 2011-2012 Accessibility Plan*

**PRESENTED BY:** Ms. Crook, Vice-President Human Resources and Strategic Development

### SOURCE / BACKGROUND

- Legislated requirement – the *Accessibility for Ontarians with Disabilities Act* mandates each college prepare an annual accessibility plan
- Fleming College Accessibility Working Group
- Executive Leaders Team, September 1, 2011

### DISCUSSION / OPTIONS

Provincial organizations are now required to respond to increasingly more explicit accessibility guidelines in specific operational areas. As legislation advances, so do our accessibility plans. Over the last several years of developing accessibility plans, the internal Accessibility Working Group has not only identified challenges, but set objectives that would improve accessibility in our working and learning environment.

The document follows a similar format to previous plans. Section 2 provides a progress report on measures taken during the 2010-2011 timeframe. Section 3 outlines the barriers to be addressed in the 2011-2012 academic year.

The full Plan is attached.

### FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

Development and implementation of the 2011-2012 Accessibility Plan will mitigate any potential financial, legal and human resource implications.

### RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College endorse the *2011-2012 Fleming College Accessibility Plan*, as circulated.

# Sir Sandford Fleming College 2011–2012 Accessibility Plan

*Submitted by the Accessibility Working Group*

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## SECTION 1

### Executive Summary

*At Sir Sandford Fleming College, we believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act (2005) and its related Accessibility Standards Regulations. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.<sup>1</sup>*

The College further affirms its commitment to promoting the following principles in all of its policies and interactions with persons with disabilities:

- **Dignity** - treating those with disabilities as customers and clients who are as valued and deserving of effective and full service as any other customer.
- **Independence** – freedom from control or influence of others; freedom to make your own choices.
- **Integration** – allowing people with disabilities to fully benefit from the same services, in the same place and in the same or similar ways as others.
- **Equal Opportunity** – having the same chances, options, benefits and results as others.

As a public College of Applied Arts and Technology in Ontario, Fleming College ensures that it meets all accessibility standards as required by the *Accessibility for Ontarians with Disabilities Act (AODA)*. The purpose of the AODA is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the AODA mandates that each college prepare an annual accessibility plan.

This year, the Accessibility Working Group has reflected on the changing format of how Accessibility Standards in Ontario are organized and acted upon. The new Integrated Accessibility Standards Regulation adopted in May 2011 sets out the requirements for each of the three standards (Employment, Information and Communications, and Transportation), in one integrated compliance timeline<sup>2</sup>. It also contains general requirements that apply to all areas, such as:

- developing accessibility policies and plans
- training employees and volunteers, and
- considering accessibility when purchasing goods or services

Fleming has also restructured its 2011-2012 Annual Plan to reflect this integration. The 2010-2011 progress report follows the College's previous reporting system and changes have only been applied to the 2011-2012 plan.

The Working Group has also reflected on the development of the new Community Integration through Cooperative Education program starting in September 2011. The College community will be welcoming a part of society that has been historically excluded from formal education – those with developmental disabilities. Specific priorities have been developed to ensure this community is treated according to the principles of dignity, independence, integration and equal opportunity.

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<sup>1</sup> From the introduction of the Fleming Accessibility for Persons With Disabilities Policy, 2009. For the complete policy, please see the College's online Accessibility page found at:

<http://www.flemingc.on.ca/index.cfm/go/fleming/sub/accessibility.cfm>

<sup>2</sup> For a copy of the complete timeline, please see the Appendix. For access to the online adopted regulation, go to:

[http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws\\_src\\_regs\\_r11191\\_e.htm](http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm)

Twelve percent of Fleming College full-time students declare some sort of visible or invisible disability on the First Year Student Survey. Fleming College recognizes the social importance of an accessible College and is committed to ensuring a welcoming and inclusive learning and working environment for all members of the community.

### Year-at-a-Glance

The following table summarizes the four priorities to be addressed in 2011-2012. They are described in depth in Section 3 (pages 8 and 9).

<b>2011-12 Priorities</b>	<b>Description</b>	<b>Timeline</b>
<b>Integrated Standards</b>	<ul style="list-style-type: none"> <li>• Develop three year work plans for employment, information and communications, and transportation</li> <li>• Post workplace emergency information in 2012</li> </ul>	Fall 2011
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• Continue to offer the online training module to all new employees and track progress</li> <li>• Offer other types of accessibility awareness training to specific employee groups</li> </ul>	Ongoing
<b>Built Environment</b>	<ul style="list-style-type: none"> <li>• Meet or exceed accessibility requirements for all new construction related to the Kawartha Skilled Trades Institute</li> <li>• Replace the Frost elevator pending approval of the Enabling Change Mid-Sized Projects Fund</li> <li>• Continue to monitor emerging Built Environment Standards for implementation</li> </ul>	Ongoing  Fall 2011-Spring 2012
<b>Community Integration</b>	<ul style="list-style-type: none"> <li>• Offer Quality Assurance training to administrators, faculty and support staff involved in the planning and delivery of the Community Integration through Co-operative Education program</li> </ul>	Fall 2011

### Objectives

This report:

1. Describes the process by which Sir Sandford Fleming College will identify, remove and prevent barriers to people with disabilities.
2. Reviews earlier efforts to remove and prevent barriers to people with disabilities.
3. Describes the measures the College will take in the coming year to identify, remove and prevent barriers to people with disabilities.
4. Describes how the College will make this accessibility plan available to the public.

### Description of Sir Sandford Fleming College

Sir Sandford Fleming College provides accessible applied learning opportunities and research in a value-centred, dynamic environment. We offer more than 90 full-time programs in the fields of applied computing & engineering sciences, community development & allied health studies, fine arts, law & justice, interdisciplinary studies, management & business studies, environmental & natural resource sciences, and skilled trades & apprenticeships.

Our region includes the four-county area of Peterborough, City of Kawartha Lakes (including Lindsay), Northumberland (Cobourg) and Haliburton, with campuses in each location. Fleming serves in excess of 6,000 full-time and 10,000 part-time students, with approximately 500 full-time and 1,800 part-time employees.

### **The Accessibility Working Group**

The Accessibility Working Group was constituted in 2003 and is comprised of staff with responsibilities for services to people with disabilities, as well as faculty members and student volunteers. It is co-ordinated by the Diversity Co-ordinator and overseen by the Vice-President Human Resources and Strategic Development.

### **Members of the 2010–2011 Accessibility Working Group are:**

- Janice Coughlin, Director of College Facilities
- Christine Cripps, Support Staff Member
- Sonia Crook, VP Human Resources and Strategic Development & ODA Representative
- Nick Duley, HOD Consultant and Human Rights Officer
- Ian Guest, graduate
- Debbie Harrison, Diversity Coordinator
- Audrey Healy, Counsellor and Co-coordinator of Disability Services
- Aaron Hoyle, Facilities
- Kelly McKnight, Faculty
- Grant Meadwell, Acting Executive Director – Student Services
- Norma Jean Newbold, Manager of Frost Residence

### **Sir Sandford Fleming College is committed to:**

- the continual improvement of access to College property, facilities and services for students and staff with disabilities;
- the participation of people with disabilities in the development and review of its annual accessibility plan;
- the provision of quality services – both what we deliver and how we deliver programs; and
- services – to all members of the College community with disabilities.



## SECTION 2

### 2010–2011 Accessibility Report

#### Customer Service Barriers

##### **Priority 1: Accessible Customer Service training for all employees**

The online training module will continue to be offered to all new employees and HR systems will continue to track progress. This will include part-time employees, third party employees (Chartwell's, Follett's, OMNI, Securitas) and student employees. Group sessions will be offered upon request. In 2011, student councils will be offered support in training their employees in accessible customer service in order to be compliant by January 2012.

**Responsibility:** *Nick Duley, Debbie Harrison, Audrey Healey, Human Resources*

##### **Status: Fully successful**

*HR is tracking the training of newly hired employees via managers. New employees receive a letter identifying mandatory training to be completed during their probation in their welcome packet. New part-time faculty orientation includes accessibility training and directs new employees to the online module. Residence Advisors at Frost and Brealey have been trained in a group session. Compliance with this standard has been extended to small private sector incorporations and Student Life is aware of the availability of the Fleming module for student council employee training.*

##### **Priority 2: General accessibility training for employees**

Fleming will continue to offer other types of accessibility awareness training for all employee groups, including Duty to Accommodate sessions, Universal Instructional Design and the Inclusive Classroom for faculty and Residence Advisor Training at Student Leader Orientation in August/September 2010.

**Responsibility:** *Audrey Healey, Debbie Harrison, Faith Ratchford (added April 2011 based on her role as Faculty Developer)*

##### **Status: Some progress**

*Contract faculty orientation in February offered an accessibility component, informing teachers of the duty to accommodate and Fleming accommodation procedures. However, special sessions to address the needs of students with Asperger Syndrome and related disabilities in placement were postponed due to a lack of external resources. Fleming champions will develop a session for presentation later in 2011.*

#### Information and Communication Barriers

##### **Priority 3: Information and Communication Standard Project Plan**

Fleming will maintain a priority focus on monitoring this new, developing standard and its anticipated adoption in 2010-2011. Human Resources will work closely with the Chief Information Officer to identify gaps between compliance and the College's current information and communication technology, processes and policies. A committee will be struck to develop an Accessible Information and Communication Project Plan for the implementation of this new AODA standard over the next three years. As with the Customer Service Plan, it will have assigned champions and clear timelines for deliverables. Ensure integration with the Customer Service Standard and the Fleming Accessibility for Persons With Disabilities Policy.

**Responsibility:** *Jim Angel, Nick Duley, Debbie Harrison*

**Status: *Limited progress due to delay in Standard approval***

*The Integrated Accessibility Standards, including Information and Communications, was adopted in May 2011. Project plans for these Standards will be developed in the next six months and submitted to ELT for approval in December 2011.*

**Priority 4: Internal communications**

In September 2010, Fleming will communicate with all employees and students regarding accessibility feedback mechanisms, their objective and how to locate the information. Student Services will triage, redirect and track all feedback, as well as respond to feedback requests in the area of Disability Services. A report will be made to the Committee each spring during the annual planning cycle, including numbers of complaints, inquiries and other communications, and the type of communication (Student Service, Plant or Employee issue).

**Responsibility:** *Grant Meadwell*

**Status: *Limited progress***

*Feedback from students and employees continues to be entirely verbal. No electronic feedback was received this year despite the web presence of contact information on both the Disability Services and Accessibility web pages. Members of the Accessibility Working Group suggest greater promotion of the feedback tools and the creation of other feedback mechanisms.*

## **Built Environment Barriers**

**Priority 5: Audits**

Based on the results of audits in Summer 2010, Facilities will plan, prioritize and implement actions for 2010-2011. Brealey Campus in particular was evaluated against the draft AODA standards, comparing the current conditions for many metrics within the building. Fleming will also continue to monitor progress of the emerging Built Environment Standard for implications at Fleming.

**Responsibility:** *Janice Coughlin*

**Status: *Partially successful***

*The Built Environment Standard is still in development and Fleming continues to monitor changes. Audits allowed facilities to plan for accessibility improvements as part of the cafeteria renovations over the summer 2011, and these are described below under Priority 6. Appropriate templates for documentation of AODA variances remain outstanding.*

**Priority 6: Various physical modifications**

During the 2010 construction work funded through the Strategic Capital Infrastructure Program (SCIP), many accessibility features were added or expanded at Brealey and Frost Campuses. This coming year, a proposed project will be changes to the Frost Campus elevator.

**Responsibility:** *Janice Coughlin*

**Status: *Fully successful***

*Fleming carried out significant renovations at both Frost and Brealey Campuses this year and many of these involved accessibility measures. Brealey Campus renovations to the Cafeteria required new washrooms and these have been designed to meet the needs of persons with disabilities using our services, including Community Living. A Hoyer Lift is being added this washroom to increase the autonomy and safety of people using the change table. The Brealey Cafeteria ramp is also rebuilt to reduce the slope and improve safety for wheelchair users.*

Some of the other improvements to physical barriers from general renovation work include:

- Accessible lab stations at new Pathology Lab, Frost
- Accessible reception stations at the new Registrar's Office, Brealey and Frost
- Accessible counter at the Duplicating department, Brealey
- Height adjustments to display cases – 6<sup>th</sup> floor and main foyer, Brealey
- Ramping of new portable for Electrical Apprenticeship, Brealey
- Adjustments to aisles within new Finance department, Brealey
- Accessible sinks at the staff lounges
- Door opener control and ramping to patio at south end of the Brealey Building
- New front entrance to Brealey Building has sliding doors, enlarged vestibule and accessible ramp
- Ramp installed at new pathology lab, Frost

A grant submission was made under the Enabling Change Mid-sized Projects Program in January 2011 for elevator replacement at the Frost Campus and some other varied accessibility features. To date, no response has been received regarding success of the application.

## Employment Barriers

### Priority 7: Employment Standard Project Plan

Human Resources will revise Recruitment and Selection procedures in order to improve the recruitment, retention and accommodation of persons with disabilities. These procedures will be reviewed to ensure they are compliant with the emerging Employability Standard likely to be adopted in the Fall 2010. A committee will be struck to develop an Employability Standard Project Plan for the implementation of this new AODA standard over the next three years. As with the Customer Service Plan, it will have assigned champions and clear timelines for deliverables. Ensure integration with the Customer Service Standard and the Fleming Accessibility for Persons with Disabilities Policy.

**Responsibility:** Nick Duley, Lynn Watson, Debbie Harrison

#### **Status: Some progress**

The Recruitment and Selection Committee has reviewed the standard, identified gaps and is preparing to effect the required changes in College hiring processes. As in Priority #3, the Integrated Accessibility Standards, including Employment, was adopted in May 2011. Project plans for these Standards will be developed in the next six months and submitted to ELT for approval in December 2011.

## Transportation Barriers

### Priority 8: Transportation Standard Project Plan

Fleming will continue to monitor progress of the emerging Transportation Standard for impacts on Fleming vehicles.

**Responsibility:** Janice Coughlin, Nick Duley

#### **Status: Limited progress due to delay in Standard approval**

As in Priority #3 and #7, the Integrated Accessibility Standards, including Transportation, was adopted in May 2011. Project plans for these Standards will be developed in the next six months and submitted to ELT for approval in December 2011.

## SECTION 3

### 2011–2012 Accessibility Action Plan

*The Accessibility Working Group recommends that the following barriers be addressed in the 2011–2012 academic year:*

#### 1. Integrated Standards

##### A. General requirements:

Develop a three year general requirements work plan to address:

- Emergency and public safety information
- Accessibility plans
- Policies and practices
- Kiosks
- Training
- Accessible feedback processes

Develop three year work plans for each specific theme (employment, information and communications, and transportation) to guide the implementation of all standards in compliance with the adopted regulation found at:

[http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws\\_src\\_regs\\_r11191\\_e.htm](http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm).

The Accessibility Working Group will act as an overseeing body ensuring cohesion between different departments and standards, while key stakeholder committees will carry out the development of specific plans. Work plans will be submitted to ELT in December 2011 for implementation beginning January 2012.

##### B. Employment:

Ensure the accessibility of workplace emergency information in 2012.

*Responsibility: Sonia Crook, Jim Angel, Janice Coughlin, Nick Duley, Debbie Harrison*

#### 2. Customer Service Barriers

##### A. Accessible Customer Service training for all employees

Continue to offer the online training module to all new employees and track progress via HR systems. This will include part-time employees, third party employees (Chartwell's, Follett's, OMNI, and Securitas) and student employees. Group sessions will be offered upon request. Offer student councils support in training their employees in accessible customer service in order to be compliant by January 2012.

##### B. General Accessibility awareness training for employees and students

Continue to offer other types of accessibility awareness training for all employee groups, including Duty to Accommodate sessions for new faculty and Inclusive Classroom Management. Develop and deliver a session addressing placement supports for students with Asperger Syndrome and related mental health disorders.

*Responsibility: Nick Duley, Debbie Harrison, Faith Ratchford, Audrey Healey, Greg Jefford*

### **3. Built Environment Barriers**

#### **A. New construction**

Ensure high level evaluation and implementation of accessibility requirements for all new construction related to the Kawartha Skilled Trades Institute to ensure it respects the emerging Built Environment Standard.

*Responsibility: Janice Coughlin, Jim Drennan*

#### **B. Elevator replacement**

Implement the Frost Campus elevator replacement and related objectives from the Enabling Change Mid-Sized Projects Fund (pending approval).

#### **C. Built Environment Standards**

Continue to monitor emerging Built Environment Standards for implementation.

*Responsibility: Janice Coughlin*

### **4. Community Integration Barriers**

Offer training to administrators, faculty and support staff involved in the planning and delivery of the Community Integration through Co-operative Education program to ensure Fleming College meets all requirements of the “Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, Ontario Regulation 299/10, Quality Assurance Measures”.

*Responsibility: Debbie Harrison, Joyce Wade*

### **Reviewing and Monitoring Progress**

The Accessibility Working Group will meet once each semester to review progress once the Plan has received Board of Governors approval.

### **Communication of the Plan**

Copies of this Plan are available as follows: the staff lounge at each Campus location; the Learning Support Services department at the Brealey and Frost Campuses; on the internal Evolve portal located on the HR website under Diversity and Accessibility.

On the external College web site at:

<http://www.flemingc.on.ca/index.cfm/go/fleming/sub/accessibility.cfm>

The Report is also available as an e-mail attachment, on computer disk, in large print, or in Braille, by request to Debbie Harrison, Diversity Coordinator, at 705-749-5520 ext. 1179 or

[debharri@flemingc.on.ca](mailto:debharri@flemingc.on.ca).

Board of Governors In-Camera Meeting	<input type="checkbox"/>	ACTION REQUIRED:	
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Information/Discussion	<input type="checkbox"/>
		Decision	<input checked="" type="checkbox"/>

**SUBJECT:** *New Program – Ontario College Diploma in Developmental Services Worker*  
**PRESENTED BY:** Mr. Harvey, Vice-President Academic

### SOURCE / BACKGROUND

- New program development process, endorsed by the Board January 26, 2011
- Academic Planning and Development Committee – September 28, 2011
- Executive Leaders Team – October 4, 2011

### DISCUSSION / OPTIONS

The Executive Summary of the program submission is attached; a complete copy is available for review, upon request.

The *Ontario College Diploma in Developmental Services Worker* has been developed in response to the need for a great specialization of skill sets for individuals within the developmental service sector. Graduates of the program will be provided with the skills to assist in improving (or maintaining) the self-defined quality of life of the service recipient in a variety of settings. The program has been designed to provide three (3) pathways for entry: 1) diploma; 2) dual diploma; and 3) apprenticeship. Key developments within the developmental service sector have been taken into consideration in the development of the proposal, including: the development of new legislation (2008); the creation of an apprenticeship pathway (MTCU); and the development of new program standards (to be introduced Spring 2012). The curriculum within the proposal aligns with (and exceeds) the proposed standards.

The developmental services community has provided strong endorsement for the proposal. Employment prospects for graduates are solid – locally, provincially and nationally.

### FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

The *Ontario College Diploma in Developmental Services Worker* program provides an additional learning pathway to many other program offerings within the community service area. Many of the courses will be offered in the classroom as well as through hybrid and online formats. It is anticipated to ultimately accommodate all three (3) streams simultaneously within the classroom. As indicated, shared curriculum opportunities with other programs (i.e. Child and Youth Worker; Social Service Worker) also exist. The linkage to the Community Integration Program through Co-operative Education (CICE) is also noted. Discussion will occur regarding further opportunities to engage students (i.e. continuing education, OntarioLearn options).

### RECOMMENDATION

**THAT** the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Diploma in Developmental Services Worker* program effective September 2012, for forwarding to the Ministry of Training, Colleges and Universities for funding approval, as circulated.

**Proposal to Offer an Ontario College Diploma  
in  
Developmental Services Worker  
School of Law, Justice and Community Services**

**September 28, 2011**

## Acknowledgements

This proposal was prepared with leadership, contributions, and program design input from the following individuals:

Paul Legacy, Dean, School of Law, Justice and Community Services

Lucy Ellen Kanary, Associate Dean, School of Continuing Education and Skilled Trades

Trudy Heffernan, Director, Centre for Learning and Teaching

Ann Drennan, Dean, School of General Arts and Science

Deb Holts, Chair, School of Law, Justice and Community Services

Ronda Monahan, Curriculum Consultant, Centre for Learning and Teaching

John Pacey, Academic Budget and Finance Officer

Joyce Wade, Coordinator, Community Integration through Cooperative Education Program

Jill Stocker, Coordinator, Social Service Worker Program School of Law, Justice & Community Services

Heather Sago, Coordinator, Child and Youth Worker Program

Monique Gatt, Researcher, Fleming Data Research

Ashlea Jefford, Administrative Support, School of Law, Justice & Community Services

Tracey Bell, Administrative Support, Centre for Learning and Teaching

### **Advisory Committee Members:**

Christine Crough (Alternatives Community Program Services)

Liz DeCarlo (Community Living Peterborough)

Vikki Etchells (Alternatives Community Program Services)

Martin Kerstens (Kawartha Pine Ridge School Board OYAP)

Rosemary Kitney (CNIB), Rick Lucas (Christian Horizons)

Sandra McAlpine (Adult Protective Services)

Melissa Ray (Abuse Prevention of Older Adult Network)

Yvonne Roy (Tri-County Community Support Service)

Sandra Scott (Crisis Response Network – CMHA)

Angela Turner (Five Counties Children's Centre)

Shari Warfield (CMHA). Shari Davis (Learning Disabilities Association)

Jack Gillan (Community Living Peterborough)

Merla McGill (Community Living Kawartha Lakes)

Deb Reid (Down Syndrome Association of Peterborough)



## **Executive Summary**

# **Proposal to Offer an Ontario College Diploma in Developmental Services Worker**

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A developmental services worker (DSW) provides service to people who have a developmental disability in non-profit organizations, schools, commercial organizations, family homes, their own homes and the community. A DSW is a person who assists people with developmental disabilities by: promoting their adaptive skills, maintaining a safe environment, modelling and promoting a healthy lifestyle, managing their medication, applying crisis prevention and intervention strategies, participating in the development and implementation of person-directed plans, supporting them in the development and maintenance of family, community, and other relationships.

The services provided can be characterized as activities which improve or maintain the self-defined quality of life of the service recipient including but not limited to: facilitating community participation such as education, employment or recreation; teaching; optimizing physical and mental health; supporting expression of the spiritual and creative self; and advocating on behalf of the individual or the broader group of service recipients. They work in a wide range of facilities including residences, group homes, classrooms, institutions and community settings.

The development of this program is timely with both a good employment future for graduates and alignment with future program accreditation initiatives and regulatory industry standards that are currently being created in order to respond to the shortage of skilled employees for the developmental service sector. Employment prospects are good locally, provincially and nationally.

The program design essentially allows for three pathways of entry: (1) the diploma pathway which would allow graduates to earn a Ontario College Diploma in DSW; (2) the dual diploma pathway which would fast track individuals through the DSW diploma for individuals that apply with an existing Ontario college Diploma in a related human service field; (3) the apprenticeship pathway that would permit graduates to earn a Certificate of Apprenticeship,

The program is aligned with needs in the community service sector and compliant with MTCU and College of Trades program standards for courses and placements. Courses have been designed to reflect both theory and practice required for the CAAT diploma and the Certificate of Apprenticeship. The goals of this program design is to permit all three pathways to be able to attend the same courses because program standards from MTCU have been aligned with training schedules issued by the College of Trades.

Many of the courses will be offered in the classroom as well as through hybrid and online formats which reflects what local employers have indicated through Fleming Data Research's Employer Survey of the DSW Sector. Two placements have been designed to give students experience in a variety of settings for the diploma pathway; an alternative placement option has been developed for the apprenticeship pathway.

The Certificate of Apprenticeship graduates will be provided an opportunity to bridge from their certificate of apprenticeship to the diploma pathway with an alternative placement option and the completion of five additional courses.

Students who enter the program with a human service diploma will be provided with advanced standing in the program and an opportunity to complete one placement along with the required

curriculum over three semesters consecutively. Several certifications are being offered within the program including First Aid, CPR and Non-Violent Crisis Intervention.

The program fits well with the other community service related programs at Fleming including Social Service Worker, Child and Youth Worker, Educational Assistant, Recreation and Leadership, Personal Support Worker and the Community Integration through Co-op program. Strong support and direction for the program has been provided by the Program Advisory Committee.

The developmental service community believe this program is essential to this community and are excited about partnering with Fleming students for placements and Fleming graduates as employees.

## **Introduction**

### **History and Background**

The true prevalence of developmental disabilities in Ontario is estimated to be 2.25% of the general population, but the actual number of people receiving service is much lower, approximately 0.56% of the general population (Morris, 2003). Developmental disabilities affect approximately 3% of the population with about one third of individuals being severely to profoundly impaired and living much longer than expected. There is also well established evidence for the greater risk of mental health problems in individuals with developmental disabilities, categorized as dual diagnosis.

With the de-institutionalization of people with developmental disabilities over the past few decades, there has been an increasing need to provide service and support for these individuals within the community. This has necessitated the development of community services and, more significantly, an ongoing need to enhance the education of practitioners working in the developmental service sector. In addition to the high prevalence of mental health issues, individuals with developmental disabilities have an increased prevalence of co-morbid disabilities and disorders, including hearing, vision, motor impairments, seizures, and other medical and communication difficulties.

In Ontario, life-long communication and cognitive disabilities impact negatively on people with developmental disabilities. In addition, with improved medical technologies, this population is living longer and therefore requiring specialized services to support them as they age (Morris, 2003).

For much of Ontario's history, people with developmental disabilities lived in institutions, where they were segregated from society and many were victims of abuse (Mansell, Sobsey, & Calder, 1992). A number of these institutions have been closed over the past three decades in an attempt to integrate people with disabilities into the community. In March 2009 the last of Ontario's large institutions was closed and people with intellectual disabilities who had lived in those institutions moved into the community.

There are a number of pivotal changes in legislation that have, and will continue to transform the developmental services sector over the next five years. Understanding what drives the transformations occurring in this sector is essential to being able to create a sound program proposal to prepare graduates for the developmental service sector. The significant transformations for this sector include; the closure of institutions which resulted in a shortage of qualified workers for the sector, new legislation and consequently the commitment made by the provincial government to ensure core competency training for all workers employed in the developmental service sector and the movement toward forming an accreditation body that will regulate the DSW profession.

In 2008, the Ontario government passed the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, a law which changed services and service delivery to

people with disabilities (MCSS, About The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008). The goal of these legislative changes is to create inclusive communities in which people with developmental disabilities participate fully as citizens. This Act replaces the Developmental Services Act, which is 35 years old and is out of date. The new Act has been developed for individuals who are 18 years of age and older and who have a developmental disabilities; it gives adults with a developmental disability more independence and choice; it re-defines what a developmental disability means and identifies who gets support and equitable ways in which people with disabilities can acquire support. This legislation allows for individuals and families to access funding supports directly from the government that historically could only be accessed through agencies providing services to people with developmental services (MCSS, About The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008).

In Ontario, the Ministry of Community, Family, and Children's Services pays roughly \$1 billion a year to fund developmental services. The money goes to about 400 agencies serving 48,000 adults and children (MCSS, Summary Report Consultation on Transforming Supports in Ontario for People who have a Developmental Disability, 2006). The institution closures have led to increased employment opportunities for developmental service workers through community agencies and as independent contract employees.

The role of developmental services workers is undergoing major changes and at the same time experiencing tremendous shortages of skilled and qualified workers. Fewer people are entering the occupation, and at the same time, those currently in the occupation are leaving at increasing rates. Reasons for this phenomenon are the type of work performed by DSWs (providing personal/emotional care) and working conditions (shift work, part-time, low wages) (Casey, 2011). Finding people with the skills and enthusiasm to work in developmental services is difficult. High turnover and an aging workforce mean that this field will need to change recruitment and selections strategies in order to adequately meet the needs of this sector (MCSS, The Human Resource Strategy for Developmental Services, 2009).

Parents of people with disabilities have historically been the primary source of advocacy for this sector. Through strong advocacy, all institutions have been closed and new legislation has been formed. With the aforementioned changes, this has created shortages of qualified workers and consequently pressure on government to respond to meeting the needs of the sector, resulting in an independent study. Results of this study will continue to drive the qualifications and skills of workers in this field and consequently has led to the development of a hiring strategy for this sector.

The Ministry of Community and Social Services (MCSS) introduced the Human Resource (HR) Strategy for Developmental Services as a 10-year plan to improve recruitment, training and retention of staff in the developmental services field (MCSS, The Human Resource Strategy for Developmental Services, 2009). By 2017, the goal of the HR Strategy will result in: a pool of qualified and engaged professionals supporting people with a developmental disability, consistent developmental services education, training and development programs across Ontario, advanced management skills across the field and an association of professionals dedicated to serving people with developmental disabilities.

As mentioned previously, Development Services Workers (DSWs) are trained individuals who provide personal care and non-professional services to people with developmental disabilities. In an attempt to attract individuals to this type of employment, the Ministry of Training, Colleges and Universities (MTCU) introduced a Developmental Service Worker Apprenticeship in 2008. Apprenticeship is workplace-based training and includes an in-school training component which supports skill development and mastery of on-the-job requirements. The curriculum standards were developed from

the on-the-job training schedule and introduced in 2008 (Ontario's New Developmental Services Worker Apprenticeship Program., 2008). As one of the objectives of the Developmental Services Human Resources Strategy is to professionalize the developmental service sector, focus is now being placed on establishing a training and education system that supports the implementation of core competencies developed for DSW workers. The revision of in-school curriculum standards for apprenticeship and revised program standards for the Ontario College Diploma's will provide a consistent approach to training in Ontario that relates more directly to the development of the core competencies expected of a Developmental Service Worker by the MCSS.

At the present time, MTCU and the Ontario College of Trades are currently in the process of revising both sets of program standards to ensure alignment between the apprenticeship system and all Ontario college programs which will reflect the core competencies currently being piloted across Ontario by various service providers.

Given the number of transformations currently occurring in the developmental service sector, there has been an increasing trend towards regulating the DSW profession. There has been a provincial mandate to develop and implement standards for accreditation for this profession. These standards are currently under development and will likely become a reality with the next few years to make this a regulated profession. The design of this program includes the existing draft standards of practice that have been created by the Developmental Service Special Interest Group (DSSIG) which will most likely represent this sector in regulating the profession.

## **Program Concept**

The concept of this program is a direct result of the need for a greater specialization of skill sets for workers in the developmental service sector. Historically, human service agencies specializing in developmental services have hired our Social Service Worker and/or other human service graduates; however, with industry changes, the move to establish core competencies and regulate as a profession, all the factors contributing to employers support for this program concept at Fleming.

The enrolment growth in the community service programs areas, particularly Child and Youth Worker and a push from employers to have graduates of Developmental Service Worker programs clearly demonstrates a need for Fleming to move forward with this offering. Students who are currently enrolled in Social Service Worker and Child and Youth Worker program may enrol in Developmental Service Worker when this is available at Fleming because each of these three human services field is specialized with their own accreditation process. The anticipated trend for these three human service areas would be for several of our graduates to come back to complete a dual diploma because of the impending movement to regulate and specialize.

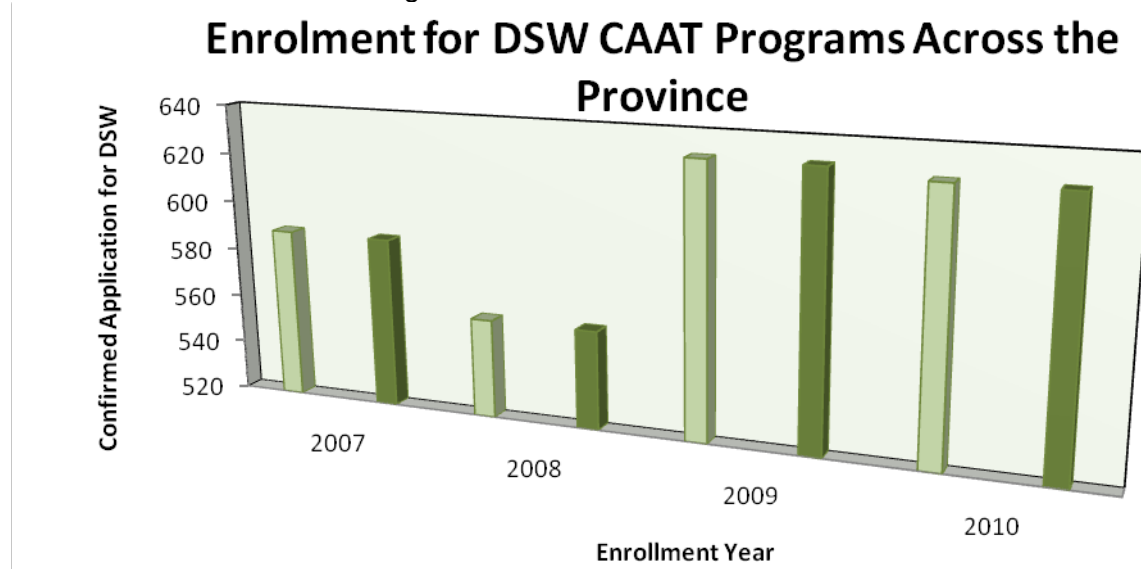
The analysis of enrolment trends with several other colleges that also have this same suite of programs reveals that they have successful intakes with their Developmental Service Worker, Child and Youth Worker, Social Service Worker, Personal Support Worker and Educational Assistant programs. The inclusion of this program within the current suite of community service programs is viewed as an additional program for students to choose from to align with their career aspirations in the developmental service sector.

Total enrolment across the province in 2010 was 627 students, suggests a 9% increase in enrolment from 2006 -2010 for DSW CAAT programs across the province (Table 1). Intakes are strong across the province and this program should also have positive intake numbers. So while the diploma stream has had a steady increase in enrolment, there has also been tremendous growth in the DSW apprenticeship stream. With the advent of the DSW apprenticeship, legislative changes, the introduction of core competencies by MCSS for those employed in the sector and the pending

accreditation for this profession, enrolment will likely continue to increase steadily over time for this pathway.

Currently, DSW programs across the province have reported an increase in applications and enrolments over the past year. This has resulted in several DSW programs having to waitlist applicants for September 2010 (Tamasi & Wigle, 2010). This increase is largely due to initiatives undertaken by MCSS which have resulted in clarification of the competencies required to work in the DS sector, improved working conditions for DSW's and increased salaries for front line workers. Marketing by MTCU and MCSS could result in heightened awareness of the DSW as a career choice (Tamasi & Wigle, 2010).

#### Enrolment for DSW CAAT Programs



The DSW Apprenticeship Program was approved three years ago by MTCU in direct response to labour shortages within the sector; several colleges are approved as Training Delivery Agents (TDA) and are offering courses. The apprenticeship model has received accolades from community partners across the province with many employers entering into apprenticeship agreements.

As of October 1<sup>st</sup> 2010 there were 1069 apprentices from approximately 150 agencies registered across the province. MCSS estimates there are 21 000 employees in the DS sector with up to 8000 front line workers who could require training (Tamasi & Wigle, 2010). This is a very successful collaboration between MTCU, the Developmental Services sector and MCSS. (Tamasi & Wigle, 2010) As of July 2011, the Apprenticeship office confirms that there are 1205 DSW apprentices registered across the province which is a 9% increase in just one year.

Currently MTCU and the Ontario College of Trades are working collaboratively to align apprenticeship training schedule standards with program standards for Ontario college diplomas. The revised program standards will be introduced in 2012 and will reflect the Core Competencies established by MCSS and align the curriculum for both apprenticeship and Ontario College graduates.

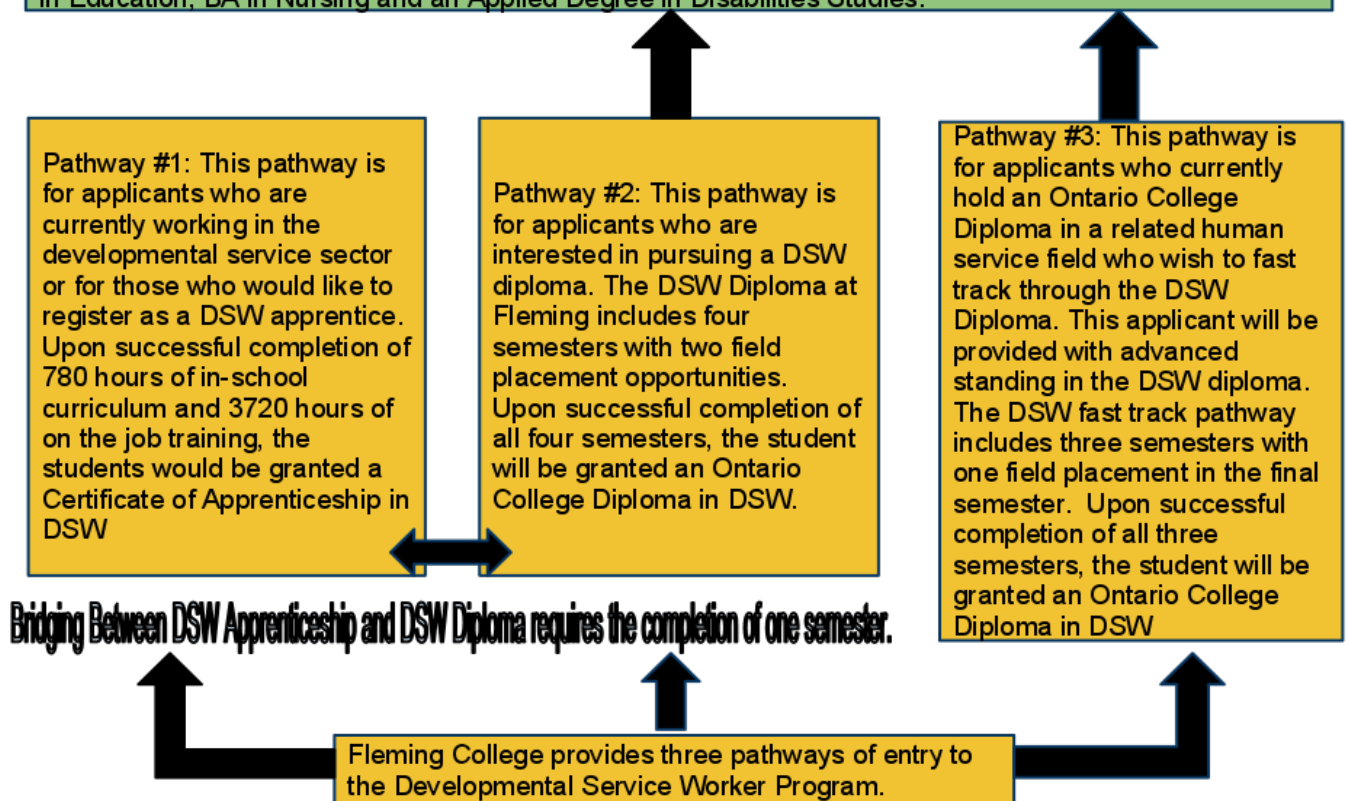
The program concept being proposed includes three different pathways for acquiring the DSW designation; Pathway #1: Ontario College Diploma in DSW, Pathway #2: A fast track option to acquiring a dual Ontario College Diploma for those who currently have an existing human service diploma and Pathway #3: Certificate of Apprenticeship

The DSW is a non-restricted certified trade regulated by the Apprenticeship and Certification Act. Upon successfully completing the apprenticeship program, a person working in this trade is entitled to a Certificate of Apprenticeship. Those who complete the apprenticeship are encouraged to continue study at Fleming College to obtain a Developmental Services Worker Diploma.

The proposed model includes a bridging semester for those wishing to move from a Certificate of Apprenticeship to an Ontario College diploma. General education credits and a short practicum may be required for the diploma. Fleming College has a residency requirement for the diploma (e.g., 25 per cent of courses must be completed at the college). The model presented below has been fully endorsed by the Program Advisory Committee.

## Pathways to the Developmental Services Sector @ Fleming College

The Bachelor of Social Work at University of Windsor includes a specialization in Developmental Services. Fleming College is currently negotiating a partnership with the University of Windsor to provide a pathway for our graduates to acquire a BSW onsite at Fleming. Other alternatives include a BA. in Psychology, BA in Education, BA in Nursing and an Applied Degree in Disabilities Studies.



### The Fit with Fleming

Adding the Certificate of Apprenticeship and Ontario College Diploma in Developmental Service Worker including the fast track pathway to Fleming's portfolio of human services programs will increase the breadth of programs and provide for an opportunity offered successfully at most other colleges. By aligning curriculum with apprenticeship and diploma pathways, this would be the first time Fleming College offered an apprenticeship in the human services and as well as offering shared curriculum between what has historically been two separate and distinct pathways. In addition, the fast track dual diploma should contribute to enrolment and complement many of the other human service programs at Fleming.

This program also aligns with the college's strategic priorities (2010-2015) of achieving excellence in student learning and is congruent with the college's commitment to honour diversity and inclusion in the classroom. The program model reflects the strategies of designing learning experiences beyond the classroom with two placement experiences, e-learning opportunities in the program, and excellent laddering opportunities with a fast-track into the program and fast-track from this program to university. With strong enrolment at other colleges in the apprenticeship and diploma stream, the DSW program at Fleming will be able to compete for this pool of students enhancing growth for the college.

The DSW profession embraces the values and beliefs of service, self-determination, social justice, inclusivity, empowerment, dignity and worth of all people, the importance of human relationships, integrity and competency. DSW's commit to these values and consequently this guides their professional practice and ethical responsibilities to individuals with developmental disabilities, their families, colleagues and to their own professional competence.

This program concept is built on inclusivity, accessibility, diversity and equity which parallels Fleming's Core Promise and fosters a partnership and collaboration across the college and with the community. At Fleming we define an inclusive college as respecting the wide range of human qualities and attributes that make up a college (Diversity) and allows individuals to flourish within an environment of fairness and respect (Equity) and to access services and facilities regardless of ability (Accessibility). Fleming's commitment to the inclusive college actively builds and promotes diverse programs and services that attract diverse students and employees which are closely aligned to the values and principles which form the basis of the DSW program concept.

## **Program Rationale/Need**

### **Support for the Program**

The program is supported locally by several agencies that are part of the Program Advisory Committee; all members are offering placement opportunities as well as guest lectures and continued involvement on the committee. Community Living is pleased that Fleming is now considering a DSW CAAT diploma and Christian Horizon strongly supports our model that includes an apprenticeship pathway. Letters of support have been included in Appendix IV.

Meetings were held with coordinators of the other programs including Social Service Worker, Child and Youth Worker and the Community Integration through Co-op Education. In particular, the SSW program is supportive as there is some alignment with curriculum and some shared development which will be undertaken across these two programs. Many students may choose the DSW program rather than SSW or the CYW and this is seen as a positive way to manage numbers in two programs while boosting the enrolment in the DSW program. Agencies have indicated that some of their employees who currently hold other human service diplomas or degrees may wish to come to Fleming in a part-time capacity to earn the DSW designation. Moreover, it is thought that many of the current SSW students may complete their program and then move into the fast track pathway for DSW when it is offered.

The Developmental Service Worker program is an essential support to the Community Integration Program through Co-operative Education (CICE) that is scheduled to launch this fall. The DSW program strengthens the college commitment to building inclusive community programs for people with developmental disabilities. The CICE program is a program which offers a combination of academic courses and cooperative education opportunities for adults with Developmental Disabilities, Autism Spectrum Disorder, Mild Intellectual Disabilities or Brain Injury. The DSW program and CICE

program will be an excellent opportunity for two programs to work in partnership with applied learning opportunities for students in both programs.

## **Employment Opportunities**

Graduates from the Developmental Service Worker diploma program will have the required expertise to work in a variety of settings. Developmental Services Workers support people who have physical and intellectual disabilities, people with Autism Spectrum Disorders, those who have been dually diagnosed with intellectual/mental disorders, and elderly people. Graduates find employment across Canada and abroad working with people with disabilities in a wide variety of capacities such as:

- Residential treatment centres / group homes
- District School Boards - specialized educational programs; educational assistance; alternative school programs
- Community outreach programs
- Services for seniors as activation directors
- Long-term Care Facilities
- With families, providing respite and enhancing presence and participation in community life
- Other not-for profit organizations
- In homes, helping people to maintain their independence.
- Charitable institutions
- Recreational programs/facilities
- Prevention programs
- Day treatment centres
- Social service agencies
- Community based programs
- Mental health agencies

DSWs use leadership qualities and creative problem solving to facilitate natural supports, personal care services, self-reliant decision making, and personal control for individuals of all ages who have a range of developmental and/or physical disabilities or mental disorders and their families, in various work and community environments. Graduates of the DSW program recognize that barriers exist for people with disabilities and that they have a role in facilitating the removal of such barriers.

The goal of the Developmental Services Worker Program is to develop in graduates the knowledge, skills, and attitudes that support the empowerment of people with developmental and/or physical disabilities or mental disorders, their families, support groups, and the general community. The result of this support will be the capability of individuals with a range of physical and/or developmental abilities and their families to participate in, contribute to, and enjoy life in a community.

A DSW supports people who have a developmental disability to enhance their capacity to function in all aspects of community living and to support the full inclusion of people with developmental disabilities in all aspects of society:

- Promoting individual adaptive skills
- Respecting and facilitating self-determination
- Maintaining a safe environment
- Advocating and ensuring that human rights are maintained
- Modelling and promoting a healthy lifestyle
- Managing medication
- Applying crisis intervention strategies
- Participating in the development and implementation of person-directed plans
- Supporting individuals to develop and maintain relationships
- Facilitating family and community relationships



- Providing professional services to all irrespective of gender, race, religion, sexual orientation, age or ability
- Developing self and maintaining professionalism

A developmental service worker demonstrates knowledge of:

- The Ontario Disability Support Program Act
- The Child and Family Services Act
- The Developmental Services Act
- The Regulated Health Professionals Act
- The Ontario Health and Safety Act
- Intervention Strategies
- Teaching Strategies
- Responding to Abuse
- Health and Wellness
- Pharmacology
- Dual Diagnosis
- Community Building
- Professionalism
- Developmental Disabilities
- Philosophy of Support
- Social Services
- Person Directed Plans

Over the 2009-2018 periods, prospects for Community and Social Services (NOC 4212) are fair to good across the province (LMI, 2010). Employment growth in this occupation is sensitive to population growth and is largely dependent on government funding and current legislative changes in the developmental service sector. In general, opportunities are being driven predominantly by government-funded industries namely health services and community services as a result of population growth in many areas provincially as well as a growing aging population., With such growth in these areas there are anticipated labour shortages over the next ten years (LMI, 2010).

Specialization in gerontology and home support services, the aging of the population and the shorter length of hospital stays (switch to home care) have had a significant impact on demand for community and social services, especially for the elderly and increasing numbers of reviews for elder abuse including both physical and financial abuse. (Job Futures, 2009). High turnover rates are a significant source of opportunities for a variety of reasons, such as; the dependence on temporary staffing, part-time employment, burn-out and movement of workers into other areas like management, human resources and more recently self-employed service providers. According to the Labour Force Survey (2009), the average wage for Community and Social Service Workers was \$22.10 (LMI, 2010).

Job Futures also rates the outlook for this job area as good with employment growing at an average rate, hourly wages of \$16.69 close to the national average of \$18.07 and the unemployment rate of 4per cent compared to the national average of 7 per cent. According to 2009 Labour Market Information, this average wage has risen to \$20.20 per hour. Job Futures predicts that the growth rate of jobs in this segment will be above average because of two ongoing trends: increased government funding for health/ social services and the retirement rate in this field (Job Futures, 2009).

The Employment Profile (2010) reports that 89% of graduates (compared to 85% for all graduates) were employed six months after graduation. Almost 46% of graduates are working full-time in the developmental service sector and almost 26% were working part-time in the field. The average yearly full-time salary was \$33, 451.00. The top industries for employment were social assistance followed by nursing/ residential care facilities and educational services (Employment Profile, 2010).

## **Current Job Postings**

A search on Workopolis on July 13, 2011 displayed 92 jobs in Canada using the wording Community Worker. Many jobs in this category were titled: Social Service Worker, Personal Support Worker and Group Home Worker. An additional 31 DSW positions were posted on the Service Canada website. Jobs ranged from part-time group home work to management functions. Many positions are not labeled as Developmental Service Workers which usually leads to underestimating the number of positions; other labels include social service worker, residential workers, group home worker and community service worker.

A search on July 13<sup>th</sup>, 2011 on Monster.Ca using the key word "Community Worker" resulted in 13 open postings in Ontario. Samples of jobs are included in Appendix III and include those jobs that with experience and additional training, the graduate can look forward to in his/her career path with additional experience and/or training.

## **Learner Need and Learner Profile**

Learners in this program should ideally have the following characteristics:

1. Compassionate, empathetic and have the ability to interact with individuals who have a range of physical, mental or developmental abilities.
2. Passionate and committed to inclusion, securing full citizenship and making a difference in the lives of individuals with developmental disabilities, their families, and their community.
3. Value and are deeply committed to the rights of equality, self-determination, full citizenship, valued recognition and respect from others are assured for all people with developmental disabilities.
4. Strong advocacy skills and belief that all people with developmental disabilities are fully included in their communities, have full access to health care and other public services, and are safe from violence and abuse.
5. Team players who thrive in a wide range of challenging environments.
6. Energetic, flexible, open-minded, creative, and responsible.
7. Have physical, emotional, and moral strength to work with challenges, such as mental health, abuse, trauma, and various physical and developmental disabilities.
8. Possess the willingness to become skilled and effective communicators in both the written and spoken word.
9. Work calmly under pressure.

## **Comparable Programs**

### **Ontario Colleges Offering the CAAT Developmental Services Worker Program**

There are twelve colleges that offer Developmental Service Worker programs. Enrolment is fairly consistent at all colleges with four reporting a slight decline in confirmations. Some of the decline in enrolment is likely caused by students opting to choose the Apprenticeship pathway over the traditional CAAT diploma. Humber and La Cite Collegial showed the greatest increase in confirmations from 2008-2009 with 62% and 35% increases respectively. It would appear that

colleges who offer both apprenticeship and diploma pathways show the most promising enrolment figures. The November 1, 2010 registration audit for DSW diploma continues to support the stability and growth of enrolment in this program in the colleges.

**ENROLMENT TREND – 5 YEAR SUMMARY  
APPLICATIONS AND REGISTRATIONS (NOV 1 AUDIT)  
ALL COLLEGE PROGRAMS  
FALL INTAKE: 2006 - 2010**

Program: 51641 - DEVELOPMENTAL SERVICES WORKER											
	Applications						Registrations (Nov 1 Audit)				
	2006	2007	2008	2009	2010	% Change 2009-2010	2007	2008	2009	2010	% Change 2009-2010
ALGONQUIN	354	350	403	442	449	2	126	137	137	133	-3
CAMBRIAN	136	132	121	110	126	15	42	32	36	38	6
CENTENNIAL	151	137	161	148	168	14	23	36	22	23	5
COLLEGE BORÉAL	21	0	0	0	0						
CONFEDERATION	108	104	86	208	132	-37	29	32	56	33	-41
FANSHAWE	382	338	424	491	516	5	98	129	108	116	7
GEORGIAN	229	166	148	182	158	-13	45	48	52	46	-12
HUMBER	288	256	289	322	344	7	58	43	39	63	62
LA CITÉ COLLÉGIAL	74	66	57	59	72	22	18	16	17	23	35
LOYALIST	214	219	206	234	209	-11	60		79	62	-22
NORTHERN	66	65	87	78	87	12	17	23	18	19	6
ST. CLAIR	193	195	218	238	255	7	73	64	66	71	8
ST.LAWRENCE	160	110	81	0	0						
<b>Total</b>	<b>2378</b>	<b>2138</b>	<b>2281</b>	<b>2512</b>	<b>2518</b>	<b>0</b>	<b>589</b>	<b>560</b>	<b>630</b>	<b>627</b>	<b>0</b>

As mentioned previously, there are 1205 apprentices registered in Ontario from approximately 150 agencies registered across the province. The chart below entitled Developmental Service Worker Community College and Apprenticeship indicates which colleges are offering the Ontario College Diploma, the Accelerated/Fast Track Ontario College Diploma and the Apprenticeship Program. The enrolment data for Ontario College Diploma is compared to the enrolment for the Apprenticeship program. So while 1205 apprentices are registered, there were 709 who were currently taking courses in various colleges across the province in the fall of 2010. Enrolment for the fall of 2011 has not yet been confirmed however, growth in the CAAT diploma seems to parallel the growth in the apprenticeship stream. With approximately 136 new apprentices being registered in the past year; the 9% increase in growth for apprenticeship appears to be greater than the growth for the CAAT diploma in the past year. Course enrolment data for apprentices for each college were self reported by DSW Coordinators across the province.

The total enrolment data for both apprenticeship and CAAT diploma suggest that there a total of 1336 students currently registered in the system for DSW ; with 709 enrolled as apprentices and 627 enrolled as full time students in either the accelerated or regular stream according to enrolment figures reported in the fall of 2010. The chart indicates that several colleges are approved as Training Delivery Agents (TDA) and that some have submitted an application for TDA status.

### Developmental Service Worker: Community College (CAAT) and Apprenticeship (APP)

Community College	Fast Track Option (CAAT)	Ontario College Diploma (CAAT)	Diploma Enrolment in 2010	Apprenticeship Program (APP)	Apprenticeship Enrolment in 2010
*Algonquin	✓	✓	133	✓	10
Cambrian		✓	38	Application for TDA pending	
Centennial		✓	23	✓	17
Confederation		✓	33		
*Fanshawe	✓ Offer a Fast Track and Accelerated Option	✓	116	✓	160
Georgian		✓	46	Application for TDA pending	
*Humber	✓	✓	63	✓ Pre-App	299 21
La Cité		✓	23	✓	Unknown
Lambton				✓	17
*Loyalist	✓	✓	62	✓	133
Mohawk				✓	22
Northern		✓	19		
*St. Clair	✓	✓	71	✓	30
Total Enrolment			627		709

Note: There were 1069 apprentices registered in 2010; 709 were actively taking courses at the various colleges.

\* Five of the colleges offer all three pathways to a DSW designation:

**Algonquin:** The DSW diploma is delivered using a variety of instruction modes. Courses are offered in the classroom or lab, entirely online, or in a hybrid mode. Students registered in the two year diploma are provided with the opportunity of completing two field placements; one in a Community Field Placement and one in a Residential Health Field Placement. Algonquin College offers an intensive 45 week accelerated program, requiring that applicants have a 2 year diploma or 2 years successful completion of university. Applicants applying for the intensive pathway must have 300 documented hours of work/volunteer and/or placement experience in a related field. Positive letters of reference documenting these hours is required. Algonquin College offers apprenticeship training to applicants registered as a DSW with the MTCU; the program provides the 780 hours of in school training as set out by MTCU's apprenticeship training standards. The in-school training consists of 12 reportable outcomes that are completed through a series of courses offered.

**Fanshawe:** The pathways for the DSW designation at Fanshawe include four options: diploma, fast track diploma, accelerated diploma and apprenticeship. The DSW diploma is delivered over two years; the program has two field practice components in agency settings comprising approximately 50% of the program. Courses are offered full-time, part-time day, part-time evening (Continuing Education). The Developmental Services Worker (Fast Track) program prepares its graduates to be specialists in supporting children and adults with developmental disabilities. Courses focus on

disabilities, mental health, interpersonal skills, counselling, health, pharmacology, teaching strategies and intervention strategies. Field placements in community agencies and/or schools are part of the curriculum. The Developmental Services Worker (Fast Track) program provides an opportunity for college graduates (Human Services) and university graduates (Social Sciences) or those with a combination of education and work experience in a related field to complete the Developmental Services Worker Ontario College Diploma in 10 months. This Ontario College Diploma program is offered in an accelerated format and can be completed in one year. The program has field practice components in agency settings and prepares graduates for employment in a variety of community-based agencies. The Human Services Foundation program is the preferred designated preparatory program for admission to the Developmental Services Worker (Accelerated) program. The Developmental Services Worker Apprentice program provides an opportunity for people already working in the Developmental Services field to complete a Developmental Services Worker Ontario College Certificate of Apprenticeship. A bridging program to the Developmental Services Worker diploma program is an option upon completion of the Apprenticeship Certificate.

**Humber:** the pathways to the DSW designation at Humber are similar Algonquin in that all three pathways are offered with similar pre-requisites and field placement opportunities. The accelerated option is completed over three consecutive semesters. Humber has the highest number of DSW apprentices enrolled and offers a combination model of delivery; day release, evening, weekend course, and on-line delivery.

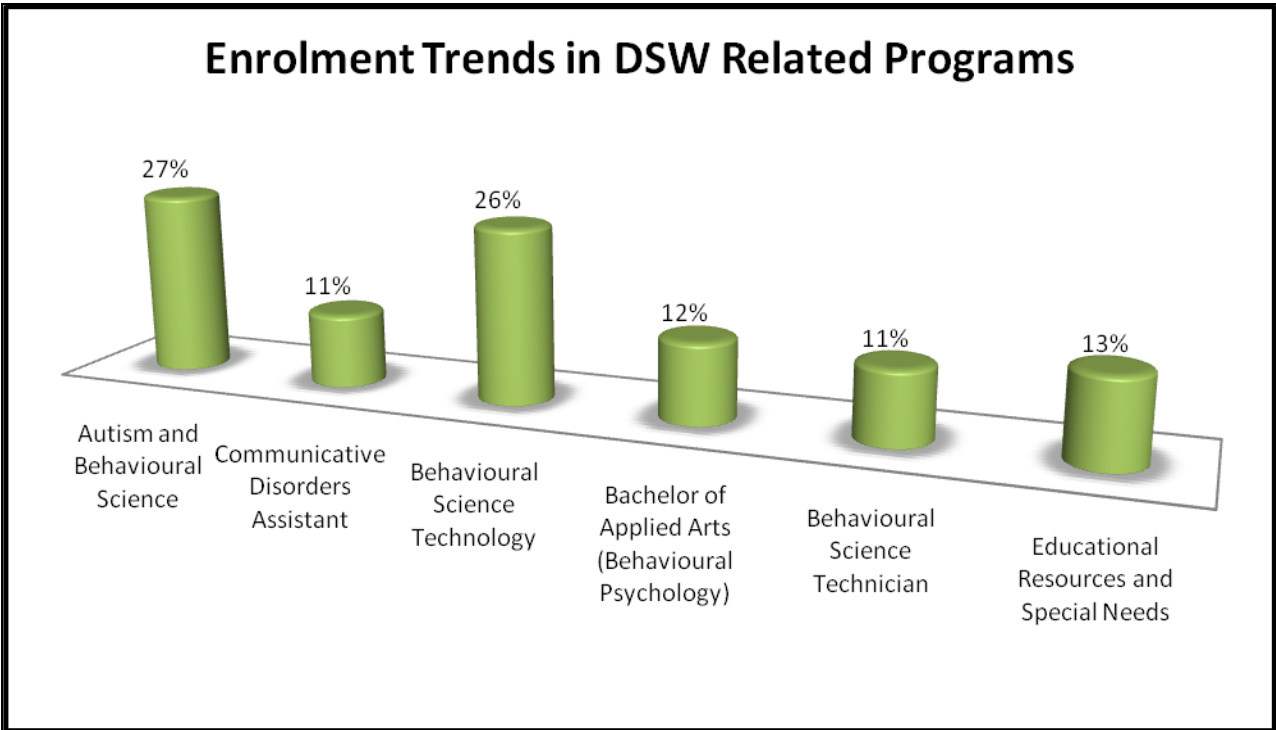
**Loyalist:** the pathways offered at Loyalist include: the regular diploma, the accelerated, distance education diploma and the apprenticeship option. The Ontario College diploma is offered over two years and includes three field placement options. Applicants who have completed a related college diploma or university degree can complete the DSW diploma in three consecutive semesters. The DSW distance education diploma allows applicants to complete their entire program via distance with the options of being able to switch to the on- campus program at any time. The distance education DSW diploma allows for students to attend part-time or full-time; location and scheduling of field placement are tailored to individual circumstances. Similar to the other colleges, Loyalist offers the DSW apprenticeship with courses offered on campus or through distance education. Like the other colleges, Loyalist offers a bridging program for apprentices who want to pursue the DSW diploma.

**St. Clair:** the pathways offered at St Clair are similar to most colleges; the regular two year diploma, the 10 month accelerated option and the apprenticeship pathway.

### **Ontario Colleges Offering Related Program**

In addition to the twelve colleges that offer Developmental Service Worker programs, there are several colleges that are offering related CAAT diploma's in Behavioural Science Technician and Educational Resources and Special Needs program. Other colleges are offering Advanced Diplomas in Behavioural Science Technology or Bachelor of Arts (Behavioural Psychology). Yet, other colleges are offering specialized Graduate Certificates in Autism and Behavioural Science and Communicative Disorder Assistance.

Enrolment for the aforementioned related program areas for 2010 were 678 in total, significant enrolment occurred with 26% of this enrolment being in the Behavioural Science Technologist Program at George Brown and St Lawrence College, and 27% of this total enrolment being in the Autism and Behavioural Science Programs offered at Fanshawe, George Brown, Mohawk, St Clair and St Lawrence. The breakdown for DSW related programs can be noted in the chart below. An important note is that many of the colleges offering the traditional DSW CAAT diploma are also offering related DSW programs concurrently, hence, indicating opportunities for potential growth.



**Private Career Colleges**

There are a number of private colleges offering a DSW program; this is detailed in the chart below. Trillium College in Peterborough offers a 52 week DSW program with 635 hours designated to field placement.

Private Career College	Location
CLI College of Business, Health & Technology	Toronto
Medix School	Kitchener
Medix School	Brantford
Medix School	London/Oxford
Medix School	Toronto
Trillium College	Peterborough
Trillium College	Ottawa
Willis College of Business, Health & Technology	Cobourg

**Degree Completion:** Graduates of the CAAT DSW diploma can be granted advanced standing toward the Bachelor of Arts or Bachelor of Social Work at the University of Windsor, and admission to the Bachelor of Applied Arts Degree in Disability Studies at Ryerson University with advanced standing.

## **Program Laddering**

This program offers several laddering opportunities for students who wish to enter into the program after completing an Ontario College Diploma in several related program areas including Social Service Worker, Child and Youth Worker, Educational Assistant, Recreation and Leadership, Drug and Alcohol Counsellor, and Community and Justice Services. Discussions have been held with the coordinators of the other related human service programs and to facilitate this laddering; a “fast track” program option has been designed. This fast-track program is designed for graduates of these and other related programs. Depending upon the type of block placement and placement with the developmental service sector, students may be exempt from one of the block placements in the Developmental Service Worker program. The “fast track” program is based on a “2+1 model”. The students would enter with their two year diploma or degree, and then with another year of additional study (three consecutive semesters), would also receive the DSW diploma.

As previously mentioned, some students may be eligible for an exemption from one of the two placements or other courses in the program; the final culminating placement is mandatory for all students. Graduates from other colleges and universities would be eligible for admission to the “fast track” program similar to the programs at Humber or Algonquin.

The timing associated with offering a fast track option for this program and/or an apprenticeship model is still under discussion, however a full run through of the CAAT diploma program may be necessary prior to launch of a fast track option and/or apprenticeship option. In addition there is significant community support for Fleming to consider offering specialized Graduate Certificate in related DSW programming similar to who other colleges are offering in for example Autism and Behavioural Science.

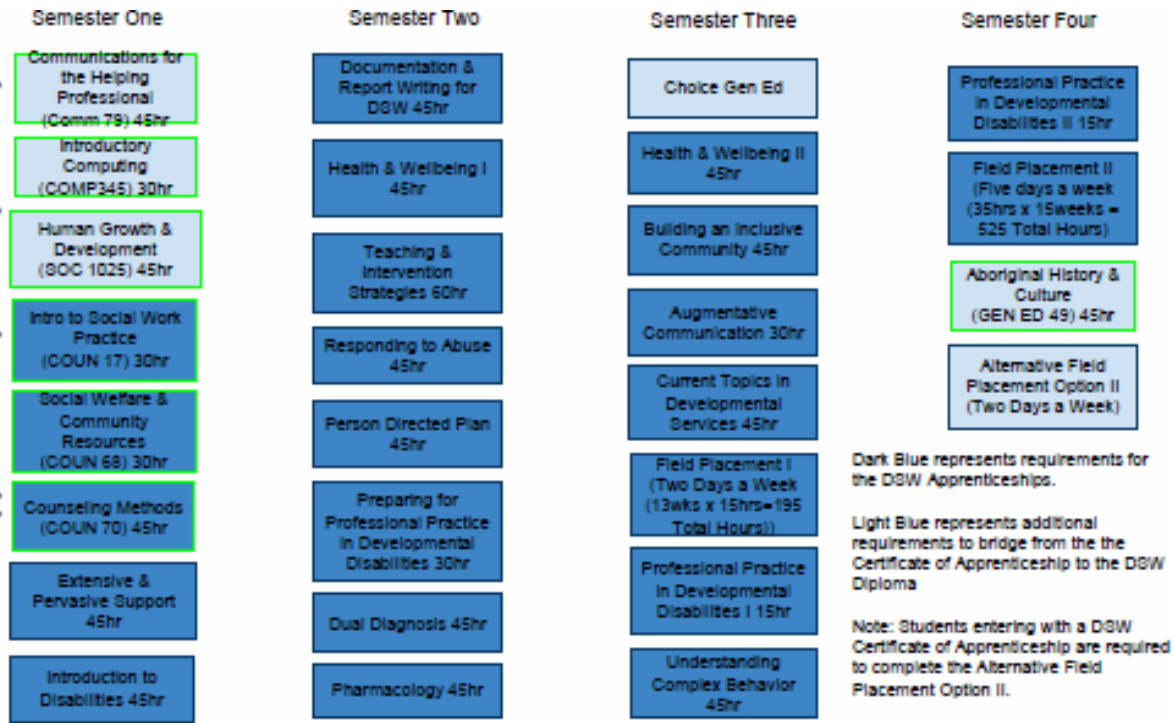
## **Program Design and Design Principles**

### **Program Design Principles**

This program has been designed underscoring five merging trends in the field of developmental service worker; the tremendous shortages of skilled and qualified workers; an increasing emphasis on building inclusive communities, legislative changes strengthening the rights of people with developmental disabilities and the government’s commitment to establishing core competencies for individuals working in the developmental service sector. The program design essentially includes three pathways to acquire the DSW designation; the Certificate of Apprenticeship, the DSW CAAT diploma, and the fast track dual diploma option.

This program has been designed to ensure that the diploma is consistent with the established industry standards set out in MCSS Core Competencies for the Developmental Service Sector. Also, important to note is that the program was designed to meet the program standards set out by MTCU and the Training Schedule for DSW Apprenticeship set out by the Ontario College of Trades. Specific attention to detail was considered in ensuring alignment between training schedule standards for apprenticeship and program standards required for CAAT diplomas. The chart below provides a model that visually explains to the community the differences in terms of course requirements between the DSW Certificate of Apprenticeship and the DSW CAAT diploma.

**DSW Model: Apprenticeship and Diploma Option**



Created by Ronda Monahan on Sept 9th, 2011.

Dark Blue represents requirements for the DSW Apprenticeships.

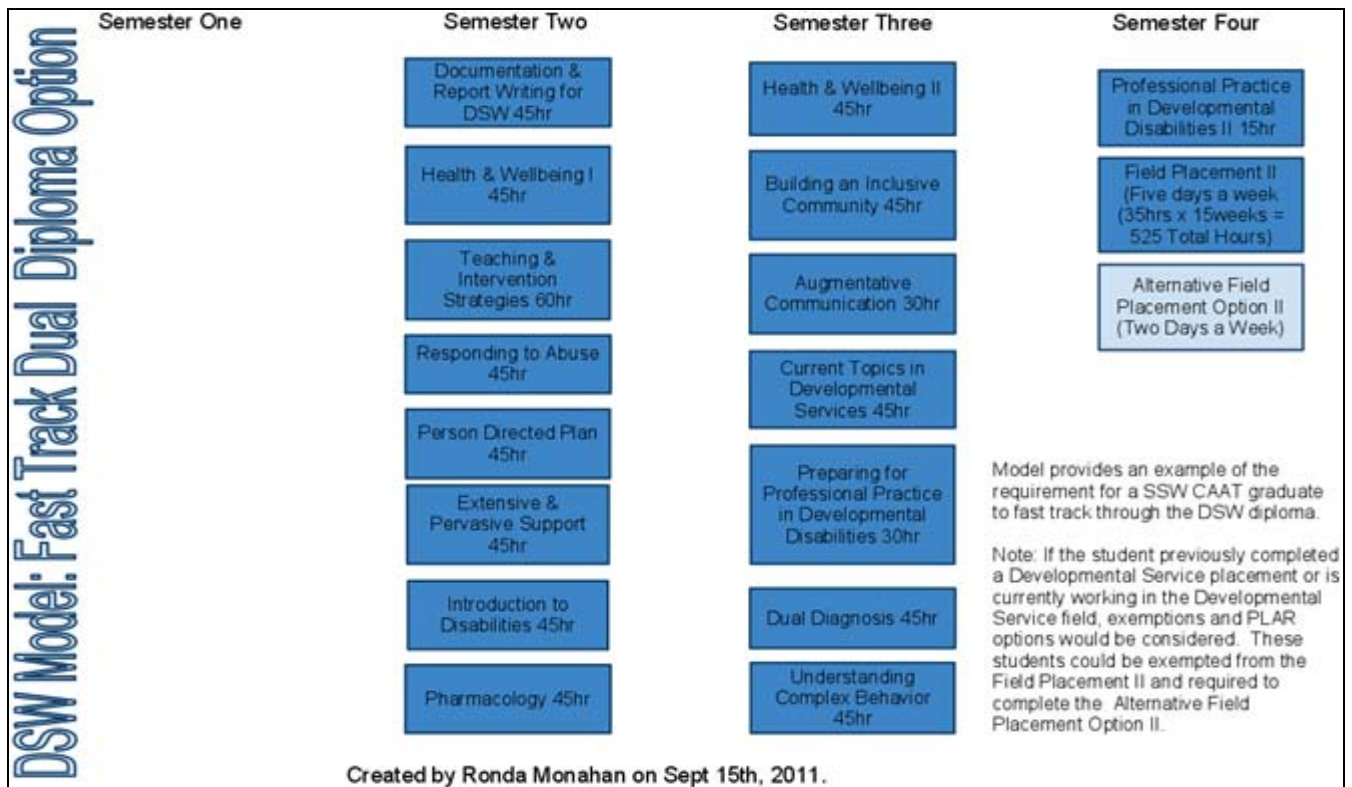
Light Blue represents additional requirements to bridge from the Certificate of Apprenticeship to the DSW Diploma

Note: Students entering with a DSW Certificate of Apprenticeship are required to complete the Alternative Field Placement Option II.

Highlighted Green Courses represented shared curriculum with SSW & CYW Program

In addition, the proposed program design also includes a fast track option which would permit human service CAAT graduates to acquire the DSW diploma within a one year period. The model below provides a sample of the required curriculum required for the fast track dual diploma pathway. The example below illustrates how a Social Service Worker CAAT graduate is able to fast track through the DSW program and acquires a dual diploma





In August 2011, Fleming Data Research conducted an Employer Survey to better understand employer needs in for the Developmental Service and Child and Youth sector. (FDR, 2011) Results of the survey indicate support for all three pathways; apprenticeship, diploma and fast track dual diploma option. When employers were asked about their preferred method of delivery; 29% indicated a preference for in-class delivery, 19% indicated a preference for on-line and 27% indicated a mixed delivery preference that combined in-class with online. When employers were asked about preferred time of delivery; 25% indicated a preference for weekdays; 20% indicated evening classes and 12% preferred condensed weekend delivery. Finally, 65% of the employer's survey indicated that would be willing to offer a field placement. When employers were asked about their preference for credential; 68% preferred the diploma; 21% preferred the Certificate of Apprenticeship and 11% did not respond to the question. Interesting to note is that the majority of employers surveyed were not aware that the Ontario College of Trades offered a DSW apprenticeship.

The program was also designed using themes from the field including professionalism, legislation; person directed planning, teaching and intervention strategies, responding to abuse, health and wellness, pharmacology, dual diagnosis, philosophy of support, community building and advocacy skills, and field placement.

MTCU and the College of Trades are currently reviewing program standards for the DSW CAAT program and training standards for the Apprenticeship Training Schedule; the goal is to have fully aligned standards by the spring of 2012 for both CAAT and Apprentices. By ensuring that MTCU program standards and the Apprenticeship training standards have both been incorporated into this program design, it is possible to have CAAT diploma students in the same course with apprentices.

The program design maximizes enrolment by creating curriculum and delivery methods that will allow for all three pathways to be present in the same classroom. An additional area of mandatory college requirements was also used to ensure the inclusion of general education, communications, and information technology. These additional courses will be required for students who wish to bridge

their training from the Certificate of Apprenticeship to the CAAT diploma; these students will be required to take three general education credits, one communications course, one computer course and a condensed field placement along with field placement seminar.

Two placements have been incorporated into the CAAT program to align with future accreditation of required placement hours as well as to be consistent with what other colleges across the province require. Students are required to do one residential placement and one non-residential placement. The second placement can be done outside of the Peterborough area and students can use web technology (such as Skype) to join the Field Placement Seminar in the final semester. Several of the courses in this program will be offered online during the program to enhance students' ability for e-learning as well as to permit placement outside of the college area.

To assist students in having positive placement experiences, each placement is accompanied by a Professional Practice seminar which will be taught by the field placement supervisor. Many programs are having serious issues with students on placement and this is likely due to the lack of ongoing support for students who themselves may have challenging issues. To prevent unsuccessful placements, monitor ongoing issues students may face, and to debrief after serious events these, seminars are designed to circumvent problems while continuing to teach the required skills and competencies for the field.

The program includes one full communications courses and one course in documentation skills which will assist students in meeting the requirements set out by the training schedule for apprenticeship standards. Numeracy is addressed in several courses as part of the job of a DSW is to record behaviours for intervention purposes, record and administer medications, and to design and develop personal directed plans.

Some of the program development has been shared with the Social Service Worker program and the Child and Youth Worker program: Introduction to Social Work Practice, Social Welfare and Community Resources, and Counseling Methods. This will be advantageous for all three programs and for students who wish to earn diplomas in more than one program area. As new changes are being made in the Social Service Worker program with their revised curriculum and with the introduction of new curriculum for the Child and Youth Worker program, there may be further opportunities for collaboration and shared resources.

## **Professional Accreditation, Endorsement and Recognition**

The final program design area to be addressed was to align the program with pending accreditation and the industry standards set out and currently being piloted across the developmental service sector. In Ontario, there has been a provincial movement towards the professionalization of the DSW field. Graduates are able to become members of the Ontario Association on Developmental Disabilities (OADD) and the Developmental Services Special Interest Group (DSSIG). OADD is a professional organization of people working and studying in the field of developmental disabilities, throughout Ontario. OADD's members include agencies and organizations; university and community college students and instructors; service provider direct care staff and managers; family support workers; case managers; psychologists; social workers; and other dedicated individuals who work in the developmental service sector. The mandate of DSSIG is to enhance and promote the profession of directly supporting people with a developmental disability; hence, the creation of the DSW Standards of Practice.

The Developmental Services Worker (DSW) Standards of Practice describe the values, priorities, and practices of staff in the developmental services sector. These Standards of Practice state a minimal

level of performance and are available to guide professional staff in their execution of daily duties. The ultimate purpose of the Standards of Practice is to promote excellence in the DSW profession. It is anticipated that this professional association will be recognised as the DSW profession moves toward professionalization. Most college programs also require that learners hold student membership in the association and adhere to the ethical requirements set out by the Standards of Practice.

The proposed curriculum aligns, with and exceeds, the proposed standards including required number of hours of placement and the number of courses devoted to key areas identified in the both training schedules and program standards. Placement hours required for the CAAT diploma include 720; 225 hours are required for students with a DSW Certificate of Apprenticeship wishing to bridge to the CAAT diploma. Total program hours for the CAAT diploma include 1725 which exceeds the recommendations put forth by the Credential Validation Service. However, in order to align standards for both CAAT and Apprenticeship, adhere to industry standards and create a quality program it was necessary to move beyond traditional program hours.

## **Admission Requirements**

### **Admission Requirement for the DSW Apprenticeship:**

The minimum admission requirements for the apprenticeship pathway include: The applicant must be 18 years of age, hold an Ontario Secondary School Diploma (OSSD) or equivalent, must be employed full- or part-time in developmental services and be registered as an Apprentice with the Ministry of Training, Colleges and Universities.

### **Admission Requirements for the DSW Diploma:**

The minimum admission requirements for the program are OSSD with the majority of credits at the College (C) and Open (O) level, including:

- 2 College (C) English courses (Grade 11 or Grade 12)

When (C) is the minimum course level for admission, (U) or (U/C) courses are also accepted.

### **Admission Requirements for the DSW Fast Track Diploma:**

A college diploma in the human services or two successful years at a university in the social sciences as a full-time student in that includes the following credits:

- Communication or English or equivalent (45 hours).
- Human Growth and Development or Developmental Psychology or equivalent (45 hours).
- Two, 45-hour General Education Electives or equivalents
- 300 documented hours of work/volunteer and/or placement experience in a related field.
- Positive letters of reference documenting these hours is required.

**Mature Students** over 19 years of age or older before classes start, but who do not possess an OSSD, can write the Canadian Adult Achievement Test to assess eligibility for admission. Applicants with prior learning or related work experience may be eligible for credit recognition through Prior Learning Assessment or transfer of credit from another college or university.

In order to ensure, accreditation in the field, students will be required to purchase their student membership with DSSIG (Developmental Service Special Interest Group) and OADD (Ontario Association of Developmental Disabilities) in the first semester. The student membership for DSSIG is \$25.00/year and OADD does not have a fee required at the present time for membership. All applicants must be aware of the basic health requirements for employment and for field placement. Accepted applicants must supply proof of a satisfactory medical examination and immunization prior to going on placement in Semester Three. Prospective students with special needs or limitations that may affect their field placement or potential employment opportunities are encouraged to discuss their program and career goals with a program coordinator prior to admissions.

Prior to the first field practicum, a student must also submit a Police Check for work with the vulnerable sector and valid certification in Standard First Aid and Level “C” CPR. Certification in Non-Violent Crisis Intervention will be current for the first practicum and offered within the program before the first field placement.

### **Program Aim**

The aim of this program is to prepare students to enter the field as a developmental service worker with the skills and knowledge required to support people with developmental disabilities. The goal of the Developmental Services Worker Program is to develop in graduates the knowledge, skills, and attitudes that support the empowerment of people with developmental and/or physical disabilities or mental disorders, their families, support groups, and the general community. The result of this support will be the capability of individuals with a range of physical and/or developmental abilities and their families to participate in, contribute to, and enjoy life in a community. Change will continue as people with developmental and/or physical disabilities or mental disorders and their families search for meaningful ways to be included, to participate in society as valued citizens, and to receive support in ways that are respectful, acceptable, and effective, yet non-disruptive to their lives.

### **Program Learning Outcomes**

#### **Developmental Service Worker CAAT Diploma**

Upon successful completion of this program, graduates will be able to:

1. Provide advocacy and support to people with developmental disabilities which facilitate personal growth, empowerment, and respects self determination (VLO1)
2. Develop and maintain professional relationships with people with developmental disabilities which adhere to professional DSW standards of practice. (VLO2)
3. Develop and maintain positive working relationships with colleagues, supervisors and other community service providers to develop, implement, and evaluate person directed plans and services for people with developmental disabilities. (VLO3)
4. Use effective teaching and intervention strategies in working with people with developmental disabilities. (VLO4)
5. Provide for the health and safety of people with developmental disabilities, self, and others in compliance with all applicable legislations, regulations, and standards of practice. (VLO5)
6. Support health and well-being of people with developmental disabilities. (VLO6)
7. Build inclusive communities by advocating for the promotion of full citizenship for people with developmental disabilities. (VLO7)
8. Conduct oneself in competent, accountable and professional behaviour and attitudes. (VLO8)
9. Use best practices, professional development, resources and activities to promote professional growth and competence. (VLO9)

## **Developmental Service Worker Certificate of Apprenticeship**

Upon successful completion of the certificate of apprenticeship, apprentices will be able to

1. Promote individual's adaptive Skills
2. Maintain safe environment
3. Model and promote health lifestyle
4. Manage medication
5. Apply crisis intervention strategies
6. Participate in the development and implementation of person directed plans
7. Support individuals to develop and maintain relationships
8. Facilitate family and community relationships
9. Develop self and maintain professionalism

As mentioned previously, program standards by MTCU are currently being redeveloped to ensure alignment with curriculum standards require by the Ontario College of Trades. The program standards listed above for CAAT diploma included what is required for the Certificate of Apprenticeship. These revised and aligned standards will be finalized in the spring of 2012 at the same time that curriculum will be created for this program model.

**Curriculum and Course Content**

<b>Course Number</b>	<b>Course</b>	<b>Semester</b>	<b>Delivery Format <u>Lec/Lab/Sem</u></b>	<b>Hours</b>
<b>Semester 1</b>				
COMP345	Introductory Computing ***	1	0+0+2	30
SOCI125	Human Growth & Development (common lecture hour)* ***	1	1+0+2	45
COMM80	Communications for Law & Justice Professionals (common lecture hour) ***	1	1+0+2	45
COUN 17	Intro to Social Work Practice **	1	0+0+2	30
COUN 60	Social Welfare & Community Resources ** ***	1	0+0+2	30
COUN 70	Counseling Methods **	1	1+0+2	45
NEW	Extensive & Pervasive Support (cap 25)**	1	1+0+2	45
NEW	Introduction to Disabilities ** ***	1	1+0+2	45
<b>Total Semester 1</b>				<b>315</b>
<b>Semester 2</b>				
NEW	Preparing for Professional Practice I (cap 25)**	2	0+0+2	30
NEW	Documentation and Report Writing** ***	2	1+0+2	45
NEW	Teaching Strategies & Intervention Strategies (cap 25) **	2	0+0+4	60
NEW	Person Directed Plans** ***	2	1+0+2	45
NEW	Responding to Abuse** ***	2	1+0+2	45
NEW	Pharmacology for DSW** ***	2	1+0+2	45
NEW	Dual Diagnosis** ***	2	1+0+2	45
NEW	Health & Wellbeing I** ***	2	1+0+2	45
<b>Total Semester 2</b>				<b>360</b>

Course Number	Course	Semester	Delivery Format <u>Lec/Lab/Sem</u>	Hours
<b>Semester 3</b>				
NEW	Current Topics in Developmental Services** ***	3	1+0+2	45
NEW	Health & Wellbeing II** ***	3	1+0+2	45
NEW	Understanding Complex Behavior (cap 20)**	3	0+0+3	45
NEW	Building Inclusive Communities** ***	3	1+0+2	45
NEW	Augmentative Communication (cap 25)**	3	0+0+2	30
NEW	Professional Practice Seminar I (cap 15)**	3	0+0+1	15
EXISTING	Choice Gen Ed ***	3	1+0+2	45
NEW	Field Placement I (2 days/week for 13 weeks)	3		195
<b>Total Semester 3</b>				<b>465</b>
<b>Semester 4</b>				
GNED49	Aboriginal History and Culture* (Online)***	2	1+0+2	45
NEW	Professional Practice Seminar II (Online) (cap 15)** ***	4	0+0+2	15
NEW	Field Placement II 5 days per week or Alternative Placement Option for Apprentices 2 days per week for 15 weeks	4		525
NEW	Alternative Field Placement II (For students who hold a Certificate of Apprenticeship and wish to bridge to the CAAT DSW Diploma)	4		(225)
<b>Total Semester 4</b>				<b>585</b>
<b>Total Hours</b>				<b>1725</b>

Mandatory Gen Education Courses

\*\* Courses Shared with Apprenticeship and Diploma

\*\*\*Courses recommended for online delivery

## Ontario College Credentials Framework

<b>ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY – CREDENTIALS FRAMEWORK (02/03)</b>	
<b>Required Criteria</b>	<b>Degree to which criteria are met</b>
<b>1. SCOPE OF CURRICULUM OUTCOMES: DEPTH AND BREADTH</b>	
1.1 Complexity of Knowledge and Vocational Outcomes	The vocational learning outcomes reflect an appropriate level of complexity and scope, matched to the rigour of the credential. They align directly to the MTCU program standards for Developmental Service Worker which is currently being reviewed and scheduled to be introduced in the Spring of 2012. One additional outcome has been added to reflect discussion at the Program Standards Working Group. These standards have been validated by the Credentials Validation Service prior to inclusion in the program design.
1.2 Essential Employability Skills	The program meets the Essential Employability Skill requirements of the Program Standard. Many of the skills are embedded throughout the course curriculum and in some instances distinct and separate courses have been created to support the acquisition of the EES.
1.3 General Education	The program meets the General Education requirements of the Program Standard as evidenced by 3 General Education courses. Two of the general education courses are mandatory and one is free choice from the elective pool.
<b>2. TYPICAL DURATION FOR COMPLETION</b>	The program is four semesters long (two years) and has 1005 course hours and 720 placement hours for a total of 1725 program hours. This number is higher than the provincial standard due to the number of placement hours required.

## Resources

### Enrolment:

An estimate has been established of 50 students as an ongoing intake each year to meet the needs of both incoming students from high school as well as students wishing to take a dual diploma and potentially apprenticeship students.

### Revenues:

Net tuition fees from students are standard (\$1020 per semester) and the basic operating grant, which is already established provincially for this program is consistent with other human service related programs.



### Expenses:

The staffing model for the direct academic delivery costs include a program co-ordinator, full time and contract faculty (42% FT / 58% PT) and some part-time support staff assistance for field placement. Ongoing instructional supply costs are estimated at \$10,000 per year.

The staffing plan for the School of Law and Justice and Community Service will include appropriately qualified full time and contract faculty to deliver this program. A new full time faculty hire will be required for this program, with appropriate DSW credentials, along with additional new contract faculty.

### Start-Up Costs:

The start-up investment of \$105,000 includes a rough estimate of \$40,000 for equipment for a multipurpose lab, as well as \$65,000 in curriculum development.

Some resources are being shared with the Social Service Worker and Child and Youth Worker program including the shared development of several courses identified in the model that distinguishes between DSW CAAT diploma requirement and Apprenticeship requirement. The cost of renovating the observation room is also a shared cost that will be utilized by other counselling based programs that would benefit from a treatment/ observation room. This will include the installation of appropriate audio video and multi media equipment for recording, analysis and feedback on skill development. With the high demands placed on personal care labs between the Nursing and PSW programs, the DSW program will require a separate lab which will include lift and other personal care equipment.

As noted in the program costing spreadsheet provided in Appendix VII, investment in this new program will generate sufficient enrolment and therefore revenue upon maturity to offset costs and provide the necessary contributions to college overhead expenditures.

## **Marketing and Promotion**

The college's traditional marketing techniques will be used to promote this program and targeted approaches will be used to reach prospective non-secondary students.

### **Fleming Events/ Internal Opportunities**

- College Open House (Fall and Spring).
- Education trade show
- Brochure distribution at select venues.
- Presentations to current students during large lectures in third and fourth semesters by faculty.
- Brochures distributed to coordinators of all related programs for distribution.

### **Liaison Activities**

- Distribution of program materials to programs at other community colleges, universities
- Inclusion in Graduate Recruiter presentations, (approx. 350 schools throughout Ontario).

- Participation in the College Information Program (CIP).
- Scripts for Fleming Data Research – prospect conversion.

### **Collateral**

- Inclusion in the College Calendar.
- Program Sheet (for distribution at events).
- Dedicated brochure (for mailings).

### **Web**

- College website – listed in **New Programs**, and **Headline News** on the home page.
- Program page in the on-line College calendar.
- Listing in **Schoolfinder.com** and **UC411** (recruitment websites for prospective students).

### **Direct Mail / E-mail**

- Community of interest mailings.
- Mailings to municipal offices.

### **Public Relations / Media Relations / College Communications**

- Fleming College E-Bulletin feature.
- **Fleming Ties** – Alumni newsletter.

### **Indirect marketing**

- Word of mouth: promotion by the faculty and students.

## **Summary and Conclusion**

The field of developmental service work is undergoing changes in Ontario and this program will align with pending changes and increased employment opportunities in the community services sector. The Developmental Service Worker program will complement the other community service programs at Fleming and will be the first at the college in this program cluster to offer three distinct pathways for the DSW designation. The program design permits for alignment between CAAT diploma students and apprentices with sharing of some courses. Graduates of the program will be prepared to work in the field, to ladder into university or other educational institutions for more advanced studies, and be prepared for pending accreditation as a Developmental Service Worker.

## **Appendix I: Financial Projections**

## NEW PROGRAM COSTING ASSUMPTIONS TEMPLATE

**New Program Name: Developmental Services Worker**

ASSUMPTIONS/VARIABLES	NOTES
<b>REVENUE VARIABLES</b>	
<b>Enrolment</b> Year 1 Intake Year 2 Intake Year 3 Intake Year 4 Intake  Attrition Factors/Rationale	<b>For Sept.</b> Semester 1 intakes are 50, with attrition 50-45-41-40
<b>BOG Funding</b>  Expected Weighting Factor	Program Weight <b>1.4</b> Tuition factor  Funding Unit <b>1.6</b>
<b>Tuition</b> Standard Differentiated (High Demand)  <b>NOTE: If high demand tuition is identified, ensure that this is highlighted on the costing summary and in the motion to the Board.</b>  <b>Criteria for Differentiation:</b> 1) high demand for instructional spaces 2) high employer demand for graduates; and 3) high income for employed graduates - maximum up to 15% of total college programs for diploma (confirm capacity with Director of Budget Services) - no maximum for post-diploma programs	Standard Tuition
<b>Additional Fees/Income</b> <ul style="list-style-type: none"> <li>- Lab</li> <li>- Field Trips</li> <li>- Field Camp/School</li> <li>- Other</li> </ul> <b>Criteria for Fees:</b> Must be in accordance with Tuition and Ancillary fees reporting guidelines.  (Fees cannot be charged for bussing, accommodation, labs, consumable supplies and equipment.)	<b>Yet to be determined</b>

<b>Expense Variables</b>	
<b>Direct Academic Costs</b> <ul style="list-style-type: none"> <li>- Course to be delivered</li> <li>- # of hours/course</li> <li>- Delivery breakdown by component for each course (i.e. lec/lab/sem)</li> <li>- Field placement hours/delivery</li> </ul>	Program costed based on delivery, exception is that for Field Placement a 24 hour support position would be used and shared amongst 5 different programs. Faculty supervision of field placement as per current LJCS guidelines.
<b>Staffing - Instructional</b> <ul style="list-style-type: none"> <li>- complement required</li> <li>- % split between FT and Contract</li> <li>- % split between PT and PL</li> </ul>	42% Full Time 58% Part time/ Partial Load New FT Faculty and contract faculty to be hired
<b>Information Technology</b> <ul style="list-style-type: none"> <li>- software requirements</li> <li>- hardware requirements</li> <li>- multi-media requirements</li> <li>- technical support required</li> </ul>	Ability to support the use of webconferencing technologies Augmentative Communication Devices for various disabilities
<b>On-Going Operating Expenses</b> <ul style="list-style-type: none"> <li>- instructional supplies</li> <li>- delivery support (e.g. Technologist)</li> <li>- Coordinator release time/stipend</li> </ul>	Estimated at \$10,000 per year FT Co-ordinator to be used 24 hr support staff hired to do field placement work, split between 5 programs
<b>Capital Requirements</b> <ul style="list-style-type: none"> <li>- new equipment/materials required to launch</li> <li>- facilities renovations, requirements</li> <li>- funding source (CERF, FRG, SuperBuild, fundraising, endowments)</li> <li>- security systems/needs</li> </ul>	\$25,000 to upgrade labs for personal care training: First Aid \$5000.00 Wheel Chairs \$1000.00, Lifts:\$3500.00 Storage Room:\$5000.00 Medication Cupboard: \$1000.00 Bed: \$6500.00 Shower Chairs:\$1500.00 Other resources: \$1500.00
<b>One-time Start-Up Expenses</b> <ul style="list-style-type: none"> <li>- curriculum development</li> <li>- library acquisitions</li> <li>- specialized marketing materials/events</li> <li>- software purchase</li> </ul>	\$65,000 in development costs (\$30k prior to start-up and \$35k in yr 1)
<b>Space Requirements</b> <ul style="list-style-type: none"> <li>- lease/rental costs</li> <li>- lab space</li> <li>- classroom space</li> <li>- specific room requirements</li> </ul>	Lab space needs to be set up for personal care related training component of the DSW program/may be able to use PSW or Nursing labs
<b>Scheduling Requirements</b> <ul style="list-style-type: none"> <li>- scheduling restrictions</li> <li>- schedule-free days</li> <li>- daylight dependencies</li> <li>- sequencing requirements</li> </ul>	Two day placement for Semester three

<b>Sir Sandford Fleming College - Program Costing</b>							
<b>Program Name: Developmental Services Worker</b>							
					Net Tuition (per semester)	\$	1,050
					BOG (per yr)	\$	4,300
					Attrition		10%
					WFU		1.12
(All values expressed in current dollars)							
	<b>Pre startup</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Fall Enrolment		50	93	93	93	93	93
Winter Enrolment		45	87	87	87	87	87
<b>Revenues</b>							
Tuition Fees	\$	99,750	\$189,000	\$189,000	\$189,000	\$189,000	\$189,000
MTCU Operating Grant Received		-	76,253	220,733	365,213	433,440	433,440
<b>Total</b>		<b>99,750</b>	<b>265,253</b>	<b>409,733</b>	<b>554,213</b>	<b>622,440</b>	<b>622,440</b>
<b>Expenses</b>							
Academic Direct		175,274	343,441	343,441	343,441	343,441	343,441
Program Coordinator		22,334	22,334	22,334	22,334	22,334	22,334
Course Supplies		10,000	10,000	10,000	10,000	10,000	10,000
PT Support		5,659	5,659	5,659	5,659	5,659	5,659
Dean & Other academic costs		5,786	15,385	23,765	32,144	36,102	36,102
<b>Total</b>		<b>\$ 219,052</b>	<b>\$396,819</b>	<b>\$405,198</b>	<b>\$ 413,578</b>	<b>\$ 417,535</b>	<b>\$417,535</b>
<b>Net Contribution or (Cost) of Proposed</b>							
<b>New Program before Overheads</b>		(119,302)	(131,565)	4,535	140,635	204,905	204,905
<b>Contribution %</b>		(119.6%)	(49.6%)	1.1%	25.4%	32.9%	32.9%
<b>Startup and Replacement Capital Development Costs</b>							
		40,000					
	30,000	35,000					
<b>College Overhead</b>		32,519	86,473	133,573	180,674	202,915	202,915
<b>Net Contribution or (Cost) of New Program</b>							
		<b>(\$30,000)</b>	<b>(\$226,821)</b>	<b>(\$218,038)</b>	<b>(\$129,038)</b>	<b>\$1,989</b>	<b>\$1,989</b>
<b>Cumulative Cash Flow</b>							
		<b>\$0</b>	<b>(\$224,302)</b>	<b>(\$355,867)</b>	<b>(\$351,333)</b>	<b>(\$210,698)</b>	<b>(\$5,793)</b>
							<b>\$199,111</b>
<b>Assumptions:</b>							
1. Dean and other academic administrative expenses allocated at 5.8% of revenue							
2. Academic delivery costs are comprised of 42% FT Faculty and 58% PT/PL Faculty							
3. College overhead is allocated at 32.6% of revenue							

Board of Governors In-Camera Meeting	<input type="checkbox"/>	ACTION REQUIRED:	
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Information/Discussion	<input type="checkbox"/>
		Decision	<input checked="" type="checkbox"/>

**SUBJECT:** *New Program – Ontario College Graduate Certificate in Environmental Visual Communication*

**PRESENTED BY:** Mr. Harvey, Vice-President Academic

#### SOURCE / BACKGROUND

- New program development process, endorsed by the Board January 26, 2011
- Academic Planning and Development Committee – October 12, 2011
- Executive Leaders Team – October 18, 2011

#### DISCUSSION / OPTIONS

The Executive Summary of the program submission is attached; a complete copy is available for review, upon request.

The unique program concept has evolved based on a recognized programming gap in the emerging field of environmental visual communication. With a focus on strategic environmental messaging and an emphasis on visual literacy, the *Ontario College Graduate Certificate in Environmental Visual Communication* will provide those graduates who possess a blend of environmental/ conservation science skills with the ability to effectively communicate these issues to a variety of audiences.

#### FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

With its innovative and non-traditional delivery modes, the *Environmental Visual Communication* program will be offered in a compressed format to attract new student populations to the Frost Campus. With an emphasis on community ties and active citizenship, this program is a natural fit with the School of Environmental & Natural Resource Sciences.

The additional skills acquired from the program will differentiate the Fleming graduate from other environmentally focused individuals.

#### RECOMMENDATION

**THAT** the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Graduate Certificate in Environmental Visual Communications* program effective May 2012, for forwarding to the Ministry of Training, Colleges and Universities for funding approval.

**Proposal to Offer an Ontario College Graduate Certificate  
in  
Environmental Visual Communication  
School of Environmental and Natural Resource Sciences**

**October 12, 2011**



## **Acknowledgements**

This proposal was prepared with leadership, contributions, and program design input from the following individuals:

Linda Skilton , Principal/Dean, School of Environmental and Natural Resource Sciences

Mary Ann Elliot, Chair, School of Environmental and Natural Resource Sciences

Eric Sager, Professor, School of Environmental and Natural Resource Sciences

Josh Feltham, Professor, School of Environmental and Natural Resource Sciences

Trudy Heffernan, Director, Centre for Learning and Teaching

Glenn Allen, Curriculum Consultant, Centre for Learning and Teaching

Tracey Bell, Administrative Assistant, Centre for Learning and Teaching

### **External Advisors**

Neil Osborne, Conservation Photographer

Dave Ireland, Managing Director of Biodiversity Programs, Royal Ontario Museum

Kyle Ferguson, Manager, Marketing and Communications, LEAF

Jason Bouwman, Principal Creative, Compass Creative Design

Cristina Mittermeier, Conservation Photographer, Board Member for the International League of Conservation Photographers (iLCP)

Deanna Bickford, Senior Consultant, Strategic Communications Inc.

Deanna Delvechio, Program Manager, Taking IT Global

# Executive Summary

## Proposal to Offer an Ontario College Graduate Certificate in Environmental Visual Communication

This proposal for an Ontario College Graduate Certificate in Environmental Visual Communication is aimed at fulfilling a recognized void of talented individuals who possess a blend of environmental/conservation science skills with the ability to effectively communicate these issues with a variety of audiences.

With a focus on strategic messaging and embedded technical savvy, students will learn to bridge environmental competencies with thoughtful communication in emerging media channels. Innovative, integrated and applied, this attractive program promotes the development of future leaders in an important and emerging field. Equipped with differentiated skills and a sense of active citizenship and stewardship, graduates of the program will possess the ability to connect ideas among diverse groups and tell important compelling stories with fluency and strategic deliverables. Designed around principles embracing individualized learning opportunities, blended learning and compressed program delivery, this program will be attractive to non-traditional students as well as recent graduates looking for an opportunity to quickly acquire a value-added credential to their environmental portfolio.

## **1.0 Introduction**

### **1.1 History and Background**

Environmental communication refers to the study and practice of how individuals, institutions, societies, and cultures create, distribute, receive, understand, and use conservation messaging to facilitate positive human interactions with the natural environment. Environmental communication alerts, persuades, mobilizes, and helps us to solve conservation issues. It is communication that empowers and inspires people to act. Environmental communication also helps to compose representations of nature and environmental problems so the general public may understand these subjects in more depth.

In conjunction with visual literacy competencies, environmental communication becomes a sophisticated approach for problem solving and debate and can be used as a public education tool. These competencies derive from our understanding of visual literacy, which can be defined as the ability to interpret, negotiate, and make meaning from information presented in the form and content of an image. Visual literacy is based on the idea that imagery can be “read” and that meaning can be communicated through a process of reading. In a world saturated with visual communication, a heightened sense of visual literacy serves to make communicating messages more effective.

The Ontario College Graduate Certificate in Environmental Visual Communication program was developed with this scope in mind.

### **1.2 Program Concept**

The concept behind this program is to bring an innovative approach to the field of environmental conservation. By preparing students to become leaders of a new school of conservation communicators — that respond and act according to their audiences — the program will serve to bridge the gap between society’s understanding of environmental conservation and an individual’s ability to participate in it.

Because environmental conservation strategies must increasingly focus on affecting people’s beliefs and behaviours toward the environment, conservation communications have become paramount tools for influencing people and thereby achieving conservation action. Conservation action is about collaboration. And communication is the vehicle for collaboration. Whether verbal, written, or visual, communication is the process of exchanging ideas and delivering information with a message.

The Environmental Visual Communication program builds upon the notion that strategic messaging is achieved and strengthened via the use of effective imagery, or visual communication, at the core of environmental conservation campaigns and efforts.

## **2.0 The Fit with Fleming**

The proposed Ontario College Graduate Certificate in Environmental Visual Communication aligns well with Fleming College’s Core Promise to students, the college’s 2010-2015 Strategic Plan, as well the School of Environmental and Natural Resource Sciences Vision. With an applied emphasis and an intensive field work component, the program offers students hands-on, minds-on opportunities to connect learning with real-world applications.

The program concept is based upon an applied project/thesis inquiry that is tailored to the college's goal of providing personalized learning opportunities.

Designed with innovative and non-traditional delivery modes in a compressed format to attract new student populations, the proposed program offers increased potential for university and community partnerships that are key elements of the School of Environmental and Natural Resources Sciences plan.

With an emphasis on community ties and active citizenship this program is a natural and complementary fit with the schools' reputation as a "destination campus" for environmental sustainability and stewardship programming.

### 3.0 Program Rationale/Need

Initially based around a single course offering, the program concept evolved from a recognized programming gap in the emerging field of environmental visual communication.

This gap analysis includes a range of stakeholders including students, employers, external organizations and a literature review.

### 3.1 Support for the Program

#### From Student Polls

Existing introductory-level university courses exploring the topics of environmental conservation photography and visual literacy offered at Queen's University, McMaster University, and at Stanford University in the USA have been attractive to students. A polling of these students as well as students from Trent /Fleming Ecological Restoration, Honours B.Sc joint degree/diploma and Flemings Ecosystem Management diploma students revealed a significant interest in the program.

<b>Student Poll</b>
<b>Fleming Ecosystem Management Diploma Students</b>
76% polled were interested in post-grad studies.
70% polled were interested in post-grad studies at Fleming
67% polled were interested in International field work opportunities
65% polled were interested in learning more about the proposed Environmental Visual Communication program
<b>Trent/Fleming Ecological Restoration Honours B.Sc. Students</b>
96% polled were interested in post-grad studies.
78% polled were interested in post-grad studies at Fleming
78% polled were interested in International field work opportunities
56% polled were interested in learning more about the proposed Environmental Visual Communication program

<b>Student Poll</b>
<b>Queens University Students</b>
72% polled were interested in taking more comprehensive courses in Environmental Visual Communication
89% polled would recommend course to friends or colleagues
<b>McMaster University Students</b>
81% polled were interested in taking more comprehensive courses in Environmental Visual Communication
100% polled would recommend course to friends or colleagues
<b>Stanford University Students</b>
92% polled were interested in taking more comprehensive courses in Environmental Visual Communication
100% polled would recommend course to friends or colleagues

### **From the Employer Survey**

In July 2010, Fleming Data Research (FDR) conducted a web survey to determine the potential interest in an Environmental Visual Communication program. The population for this survey included a listing of 114 employers of graduates from Fleming’s existing environmental programs and an additional listing of 86 environmental companies in North America. Survey responses were collected from 49 respondents and include some of the following thoughts when asked the noted questions:

Do you believe there is a need in the environmental sector for a post-graduate Environmental Visual Communication program to be developed such as the one proposed by Fleming?

**(80% said yes)**

- *“Assisting scientists and other highly educated environmental/conservation folks to learn about the power of visual communication is vital to telling stories that will engage and motivate the average person to care about and steward the planet’s resources.”*
- *“Delivering an environmental message can’t be done through force feeding facts to the public. We need to provide compelling stories showing both what happens when we care for our planet and what happens when we neglect our planet. What better way to deliver this story than through visual imagery.”*
- *“Environmental issues are often complex and difficult to explain. The ability to communicate the issue clearly and get the desired response is critical to the development of good policy, programs, and projects that are relevant to the issue and the people affected.”*
- *“Environmental practitioners (e.g. scientists, technicians) are very good at understanding environmental issues, but few are capable/interested in translating this into key messages / visuals that can motivate the public to take action.*
- *“I currently work for a large conservation company, at our head office, which houses our conservation planners, researchers, and communications staff. As much as each of us*

*brings something unique to the table, and as much as I support our working together in multidisciplinary teams, I also think there could be a market for an all-in-one hybrid employee who can do it all."*

- *"I think it would be imperative for future growth in the field to look at strategic ways such as a visual communication program."*
- *"Learning how to communicate environmental issues is the key to getting people to understand them. With the world increasingly turning to social media, including online video streaming, visual media will become an essential tool for communicating with people."*

Based on your current industry knowledge of the environmental field, would the proposed post-graduate Environmental Visual Communication program better position graduates for related employment within your organization? **(59% said yes)**

- *"Any and all staff hired must be able to communicate using a visual presentation and be proficient at it. We have several school groups come through every month and staff must be able to adapt to the age level and to the knowledge level."*
- *"Certainly it would position them well for contract work to start. In our organization we are creating more video content for online use. It is more engaging and emotive than still pictures and words on a page/screen. It may also provide full-time opportunities as visual communications could involve video and print design and, coming with direct environmental tie-ins, would position someone well for doing a marketing job for an environmental organization. Media companies would also do well to have such a specialist on hand for contract work."*
- *"Educating and engaging the public is a key part of our conservation program. Communications is integral to almost everyone's job in our organization in some form. Having some background in communications will help our staff to better service our clients."*
- *"There are opportunities for this beyond environmental advocacy organizations including broadcast and web-based media, interpretive education, science education in museums, etc."*
- *"The ability to communicate to a wide audience is a key part of all our jobs."*
- *"The student would be able to step into projects much smoother because they would have exposure to what it takes to get a project off the ground. This could save valuable time expense and energy if the student has this information and hands on experience."*
- *"We do compelling work that is of interest to those that know us well however, we need people on staff that can help communicate our message to a broader audience including our own stakeholders which, within the realm of the environment, is everyone."*
- *"We have a graphics unit, an education unit, and a unit - all of which use visual communication as part of their day-to-day and overall plans."*

Would you be interested in offering a 2-4 month practicum experience to a student of the post-graduate Environmental Visual Communication? **(61% said yes)**

If yes, would you be interested in offering this experience as a paid opportunity? **(50% said yes)**

Would you consider hiring a graduate from Fleming's post-graduate Environmental Visual Communication? **(59% said yes)**

Any additional comments?

- *“It is critical that we/you understand that environmental preservation is a collaborative effort. Imaging specialists must work closely with scientists, writers, performing artists, educators, government agencies, and NGOs to assess and deliver an effective conservation message. Your Environmental Visual Communication program must develop a curriculum that acknowledges the need and value for such partnerships. As an aside, I am the board chair for the International League of Conservation Photographers (iLCP) headquartered in Arlington, Virginia. If you haven't already done so, you would do well to involve this organization in the planning stages. We may also serve as a great resource once the program gets underway.*
- *“Communications is paramount in our growth and long-term sustainability. We could really use the aforementioned skill set now and in the future as part of a program manager position, intern, volunteer, or unpaid summer internship. Best of luck with developing this. We would be interested in providing input as to the needs of the environmental sector.”*

## **From the Literature**

Numerous authors have reported both a demand and an increase in need for environmental conservation communications. Some of their thoughts are noted here:

- “Today, environmental studies is one of the fastest-growing majors for students. The environment is also one of the most important areas of research and employment in the 21st century. Along with this trend, courses in environmental communication are also becoming popular on many campuses. As a growing number of people realize that our understanding of nature and our behavior toward the environment depend not only on ecological sciences but also on public debate, media presentations, Websites, and even ordinary conversation, courses and research devoted specifically to environmental communication are emerging.” - Robert Cox, 2010
- “On a practical level, the study of environmental communication helps to prepare you to enter many professional fields. Businesses, governmental agencies, law firms, public relations (PR) firms, and non-profit environmental groups increasingly employ consultants and practitioners of environmental communication. Skills in environmental communication have become vital to a growing number of public and private organizations, from the Society of Environmental Journalists to the Environmental Protection Agency.” - Robert Cox, 2010
- “To carry out successful environmental conservation programs, we must better understand how to engage audiences and effectively communicate conservation goals.” - Susan Jacobson, 2009

- “Conservation goals focus on biological problems, but solutions lie with people. Conservation strategies must increasingly focus on affecting people’s beliefs and behaviors toward the environment. Conservation communications are an important tool for influencing people and thereby achieving conservation goals.” - Susan Jacobson, 2009
- “We have entered a new cultural era where visual technologies, as much as the technology of visualization itself, have reached deep in our everyday lives, as they have in to the sciences, architecture, and engineering, the media, the arts and entertainment industries, the professions in general, and most of the social spaces we inhabit.” - Peter Dallow, 2008
- “For scientists and communicators concerned with the natural environment, visual literacy is of paramount importance. If the images of science are not comprehensible to a lay audience, the message is lost. And, if the images of science are popularized to such an extent that they become entertainment or merely aesthetically pleasing representations, the importance of the scientific underpinning will be lost. Words and images are edited to fit a word-count or a sound-byte, as with this brief example. Yet, for the scientist, the importance of the visual image cannot be neglected. Whether a description is painted in words or in images, there is an essential need to communicate the intricacies of expertise as well as the competencies of visual literacy that expertise allows. Data are only brilliant if our public understanding of their relevance is visible.” Jean Trumbo, 2007
- “Environmental science is a transdiscipline and a growing one at that. Environmental protection and management does not only involve biogeophysical concerns. More critically, now than ever, it entails social analysis and social action. As a result, the ranks of environmental experts are increasingly expanding from chemists, biologists, geologists, and engineers to include anthropologists, sociologists, economists, lawyers, political scientists, and communication specialists. Among them, the latter holds a special place in the environmental arena.” - Alexander Flor, 2004
- “Communication media in the late 20th century increasingly deliver information, advertising, and entertainment through complex arrangements of pictorial images and symbols, increasingly making issues of media literacy issues of visual communication. Thus a sophisticated understanding of the nature of visual communication is essential to critical media consumption. Such heightened awareness, involves moving beyond the naive treatment of pictures as simple records of reality to recognition of the symbolic and metonymic quality of images within systems of conventionalized media representation. This, in turn, requires experience with the ways in which visual media presentations are created and packaged, experience gained through training in visual analysis and media production.” - Michael Griffin and Dona Schwartz, 2002

### **From the Program Advisory Committee Focus Group**

- “Balances science with putting the package together - with the right message to the right people.”
- “This will not be the worlds’ most expert photographer or expert scientist but an



interpreter between the 2 worlds...fluent in 2 different languages and a bridge between the two.”

- "The challenge to save our planet is not one of science but one of Communication.”
- “There is a current lack of talent - no one has the whole cadre of skill set.”
- “There are real jobs that pay real money.”
- " We are blazing a trail. "

## **From Organizations**

### ***International League of Conservation Photographers (iLCP)***

As a project-driven organization, the iLCP’s mission is to translate environmental conservation science into compelling visual messages targeted to specific audiences. The iLCP works with leading scientists, policy makers, government leaders, and conservation groups to produce the highest-quality documentary images of both the beauty and wonder of the natural world and the challenges facing it. Members of this organization include some of the most renowned conservation communicators working today, many who photograph for National Geographic.

The organization is advised by a board with conservation notables such as Dr. Edward O. Wilson, Sir David Attenborough, Dr. Sylvia Earle, Dr. Mike Fay, Dr. Jane Goodall, Chris Johns, and Dr. Russell Mittermeier.

The iLCP has shared a strong interest in supporting the Environmental Visual Communication program in many facets including:

*“It is critical that we/you understand that environmental preservation is a collaborative effort. Imaging specialists must work closely with scientists, writers, performing artists, educators, government agencies, and NGOs to assess and deliver an effective conservation message. Your Environmental Visual Communication program must develop a curriculum that acknowledges the need and value for such partnerships. As an aside, I am the board chair for the International League of Conservation Photographers (iLCP) headquartered in Arlington, Virginia. If you haven't already done so, you would do well to involve this organization in the planning stages. We may also serve as a great resource once the program gets underway.*

### ***North American Nature Photography Association (NANPA)***

NANPA promotes the art and science of nature photography as a medium of communication, nature appreciation, and environmental protection. NANPA provides information, education, inspiration, and opportunity for all persons interested in nature photography. NANPA fosters excellence and ethical conduct in all aspects of our endeavors and especially encourages responsible photography in the wild.

The Environment Committee was one of NANPA’s first established committees. This committee informs members and motivates photographers to use their skills and knowledge for environmental issues. The Environment Committee is concerned with a range of tasks, from the use of photographs as conservation and activist tools to the ethics of how pictures are made and captioned.

The chair of the Environment Committee has shared an interest in the Conservation Communication and Visual Literacy program.

### **Royal Ontario Museum (ROM)**

The Royal Ontario Museum is among the world's leading museums of natural history, and of world cultures. Indeed, in combining a universal museum of cultures with that of natural history, the ROM offers an unusual breadth of experience to visitors and scholars from around the world. Dave Ireland, Manager Director of Biodiversity Programs has shared this thought:

*"Thanks for getting in touch and inviting us to participate in this emerging and exciting venture. The ROM is very interested in the proposed Fleming College Program in Environmental Visual Communication, and in particular how graduates and possibly interns can get involved in ROM programming and project development. Please keep us posted, and feel free to use me as your contact at the ROM."*

## **3.2 Employment Opportunities**

The Environmental Visual Communication program will produce graduates who enter the job market with additional skills that differentiate them from other environmentally focused students. This skill set will make them more marketable and competitive.

Authors agree that there is a demand for graduates who have environmental conservation communication skills as noted here:

- Robert Cox, author of *Environmental Communication and the Public Sphere*, a comprehensive introduction to the growing field of environmental communication, notes that environmental studies is one of the fastest growing majors for students and that the environment is one of the most important areas of research and employment in the 21st century (Cox 2010). Cox further states that courses in environmental communication are becoming popular on many academic campuses (Cox 2010). In remarks about the role of the media, Cox writes, "in fact, the study of environmental media [visual communication] has grown so rapidly that many now consider it a distinct subfield" (Cox 2010). Cox also suggests that "the study of environmental communication helps prepare [students] to enter many professional fields. Businesses, government agencies, law firms, public relation firms, and non-profit environmental groups increasingly employ consultants and practitioners in environmental communication" (Cox 2010).
- Michael Kerford of the Environmental Careers Organization echoes these remarks noting, "In terms of job outlook, the environment is very strong". "Recruitment is a significant issue. All indications are that this upswing in recruitment is expected to continue." Kerford also noted that within five years the environment sector will experience a significant supply deficit of workers.

### **Read more:**

<http://www.canada.com/business/Future+looks+bright+those+seeking+green+careers/4716723/story.html#ixzz1SbAGgl7p>

With these thoughts in mind, graduates from the Visual Environmental Communications program will be encouraged to seek out both jobs and internships as:

**Consultants, working for:**

- Conservation groups
- Universities and academic institutions
- Governmental agencies and environmental sectors
- Laboratories
- Research institutions
- Law firms
- Public relations firms
- Marketing firms
- Advertising firms

**Scientific communicators, working for:**

- Universities and other academic institutions
- Science journals and other publications, including e-magazines

**Environmental educators, working for:**

- School boards
- Non-profit organizations
- Governmental agencies and environment sectors

**Interpreters, working for:**

- National and provincial parks
- Zoos
- Museums
- Galleries

**Photographers and videographers, working for:**

- Non-profit organizations
- Environmental organizations
- Conservation groups
- Freelance
- Magazines
- Newspapers
- Online environmental publications
- News agencies

**Photo and video editors, working for:**

- Non-profit organizations
- Environmental organizations
- Conservation groups
- Freelance
- Magazines
- Newspapers
- Online environmental publications
- News agencies

Qualified students will have possible internship opportunities with the following entities in the locations noted:

- The International League of Conservation Photographers - Arlington, Virginia, USA
- National Geographic photographer Frans Lanting's studio - Santa Cruz, California, USA
- Photographer Edward Burntynsky's studio - Toronto, Ontario, Canada
- The Toronto Zoo's Curator of Conservation - Toronto, Ontario, Canada
- North American Nature Photography Association - Pittsburgh, Pennsylvania, USA
- Art Starts, Toronto, Ontario, Canada
- Gallery 44 Centre for Contemporary Photography, Toronto, Ontario, Canada
- Royal Ontario Museum

***A select number of sample job descriptions are included in Appendix II. These illustrate a wide range of opportunities with a progressive career path.***

### **3.3 Learner Need and Learner Profile**

Prospective students for the Environmental Visual Communication program include:

- University graduates in conservation, environmental studies, or science and other related programs such as biology, chemistry, ecology, forestry, anthropology, geography, engineering, and sociology
- College graduate holding a diploma in conservation or environmental studies, or science, and other related programs
- Working professionals in the conservation or environmental sectors interested in specializing in conservation communications

### **3.4 Comparable Programs**

It is believed that the Environmental Visual Communication program at Fleming College will be the first of its kind. This program aims to blend strategic environmental conservation communication concepts with an emphasis on visual literacy, making it highly unique. Arranged in the context of advancing conservation action, this unprecedented program will establish a critical conjunction between the conservation and communication fields.

The programs noted below have a similar focus, but are specialized in their own way:

Graduate Diploma/Graduate Certificate/M.A. Degree in Environmental Education and Communication from Royal Roads University in Victoria, British Columbia, Canada  
<http://www.royalroads.ca/program/diploma-environmental-education-and-communication>

Two-year Ontario College Diploma in Photojournalism from Loyalist College in Belleville, Ontario, Canada  
<http://www.loyalistcollege.com/programs-and-courses/full-time-programs/photojournalism>

M.A. Degree in Visual Communication from Ohio University, Athens, Ohio, USA  
<http://www.viscom.ohiou.edu/index.phtml>

Bachelor/M.A./Ph.D. Degrees in Journalism and Mass Communication from University of North Carolina in Chapel Hill, North Carolina, USA. <http://jomc.unc.edu/future-students>

A list of other environmental communication programs can be found here:  
<http://www.esf.edu/ecn/programs.htm>

Most of the available programs lack any focus on visual communication and offer extended periods of study in the form of degree rather than a specialization as a post-graduate certificate.

### **3.5 Program Laddering**

The Environmental Visual Communication program is designed to enhance the skill set of students who have completed an undergraduate degree or post-secondary diploma program. Students who have backgrounds in environmental studies and sustainability are most suited for the program. Individuals who are interested in honing existing communication skills, or who have existing skills that would be advanced with communication knowledge, will also be suited for this program and should be comfortable transitioning into or out of the program.

Given the universal appeal and omnipresent nature of visual communication, the majority of undergraduates in the environmental fields would find it relatively easy to transition into or out of this program.

Students interested in furthering their education after completing this program should be confident that they will be competitive in future pursuits, knowing they have procured both relevant and useful skills.

There appears to be no existing Master's program in Environmental Visual Communication. However, there are programs like the M.A. degree in visual communication at Ohio University that would allow students to develop skills further at the graduate level.

There is also a M.A. degree in Environmental Education and Communication being offered by Royal Roads University that would appeal to graduates of the Environmental Visual Communication program looking to pursue further educational avenues.

## **4.0 Program Design and Design Principles**

### **4.1 Program Design Principles**

The Environmental Visual Communication curriculum unfolds as students navigate through three terms - each 8 weeks in length - over a period of six months. Term 1 (May - June) and Term 3 (September - October) have students attend classes on campus, while Term 2 (July - August) requires students to undertake an applied project in a professional environment off-campus.

In Term 1, students will choose a specialty course that determines their sequence, or path, through the program, while they take mandatory courses concurrently, to introduce them to environmental conservation communication tools, visual literacy concepts, and relevant environmental issues. An introductory course in multimedia equips students with the knowledge they will need in Term 3, when they will combine their talents in a major group project. Term 1 concludes with a course designed to assist students in identifying, developing, and proposing a Thesis Inquiry Project (TIP) which they will produce over the duration of the program. This exploratory course connects each student with a professional collaborator that they will work with in the second term on their applied project.

In Term 2, each student commits to an applied project to gain real world experience in a professional setting, while simultaneously conducting research and carrying out the methods for their Thesis Inquiry Project. Students will acquire insight and experience while working on-site, and professional collaborators will receive valuable conservation communication services from the students.

In addition, students are invited to participate in an international field excursion during the summer. This option is available for students whose applied project does not last the entire 8 weeks.

During Term 3, students are united back on campus to complete mandatory courses along with the second course in their sequence. Advanced level curricula enhance each student's understanding of environmental conservation communication tools, visual literacy concepts, and students are introduced to critical thinking and creative outlets from invited experts who lecture on professional topics. A second multimedia course becomes the capstone experience for the students, as they complete the major group project discussed in Term 1. Term 3 concludes with the Thesis Inquiry Project, which requires each student to present their summer findings to the rest of the graduating class.

***\*See the Environmental Visual Communication curriculum structure in Appendix I***

## **4.2 Admission Requirements**

Undergraduate degree or college diploma in an environmentally related field such as conservation, environmental studies, biology, chemistry, ecology, forestry, anthropology, geography, engineering, or sociology. If the program is over subscribed, we may require an additional statement of personal interest.

The Environmental Visual Communication Graduate Certificate aims to enroll 15 students in the first year and increase enrollment to 20 in second year, and then 25 thereafter with the aim of maintaining a very unique, highly coveted placement in a boutique style program. The costs affiliated with running a niche specific program will be determined to meet the college's financial goals.

Students who are accepted into the program are required to have a DSLR (digital single lens reflex) camera and Apple MacBook laptop.

## **4.3 Program Aim**

The aim of the post-graduate Environmental Visual Communication is to bring an innovative approach to the field of environmental conservation. By preparing students to become leaders of a new school of conservation communicators — that respond and act according to their audiences — the program will serve to bridge the gap between society's understanding of environmental conservation and an individual's ability to participate in it.

Because environmental conservation strategies must increasingly focus on affecting people's beliefs and behaviours toward the environment, conservation communications have become paramount tools for influencing people and thereby achieving conservation action. Conservation action is about collaboration. And communication is the vehicle for collaboration. Whether verbal, written, or visual, communication is the process of exchanging ideas and delivering information with a message.

The Environmental Visual Communication program builds upon the notion that strategic messaging

is achieved and strengthened via the use of effective imagery, or strategic visual communication, at the core of environmental conservation campaigns and efforts.

## 4.4 Program Learning Outcomes

**After completion of the program, graduates will be able to:**

1. Apply their foundation in environmental/conservation science to evaluate global environmental issues, and articulate the relevance of such issues to various stakeholder groups and the general public
2. Interpret information and underlying meaning presented in the form and content of a visual image through their understanding of the symbols and semantics of visual literacy.
3. Apply their knowledge of photography and videography techniques to create innovative photographs, video and multimedia that convey a compelling conservation message across a variety of platforms.
4. Use digital workflow techniques to effectively manage and disseminate image and video files including facilitation of on-line presence.
5. Distill essential messages from scientific and legal documents to inspire and engage the donor base and the mainstream media.
6. Collaborate with networks including scientists, NGOs, government agencies, and educational institutions, to strategize through marketing and branding campaigns that bridge gaps between stakeholders and advocate for conservation action.
7. Engage their foundation in communication psychology to negotiate the factors that motivate people to take action on social issues
8. Demonstrate leadership skills through expressing creative vision and facilitating collaborations.

## 4.5 Curriculum and Course Content

Course Title	Hours
<b>Term 1 ( 8 weeks) May/June</b>	
Environmental Conservation Communication	
Photography and Videography	32
Visual Literacy Concepts	24
Environmental Conservation Marketing	24
Writing for Environmental Conservation Communicators	16
Global Environmental Issues	16

<b>Course Title</b>	<b>Hours</b>
Environmental Conservation in a Multimedia World	32
Thesis Inquiry Project / Design and Methods	24
<b>Term 1 Hours</b>	<b>168</b>
<b>Term 2 ( 8 weeks) July/August</b>	
Applied Project	280
(8 weeks x 35 hours)	
Weekly collaboration/mentoring	16
<b>Term 2 Hours</b>	<b>296</b>
<b>Term 3 (8 weeks) September/October</b>	
Environmental Conservation Communication	
Choice A: Photography II – OR- Choice B: Videography II	32
Visual Literacy Concepts II	24
Environmental Conservation Marketing II	24
Conservation Psychology for Communicators	16
Inquiring Minds and the Environment	16
Multimedia Narratives	32
Thesis Inquiry Project / Presentation	24
<b>Term 3 Hours</b>	<b>168</b>
<b>Total Program Hours</b>	<b>632</b>

\* Refer to Appendix I for course descriptions

## 5.0 Resources

### Program Resources and Implementation

The financial projections for this program are included in **Appendix III** and include the following highlights:

#### Enrolment:

The program will only have one intake per year. An estimate has been established of 15 students in the first intake, 20 in the second intake and an ongoing intake of 25 students thereafter. It is assumed that there will be minimal attrition as this is a graduate certificate.



### Revenues:

Net tuition fees from students are differentiated (\$4,000 annually). The basic operating grant will be similar to other Ontario College Graduate Certificates.

### Expenses:

The staffing model for the direct academic delivery costs include a split of twenty percent full-time and 80 percent contract faculty. Ongoing instructional supply costs are estimated at \$2000 per annum and \$5,000 for guest speakers/honorariums.

### Start-Up Costs:

The start-up investment of \$32,800 includes cost estimates for instructional technology and curriculum development.

### Space Requirements:

Delivery will occur at Frost Campus for the first intake and the feasibility of partnering with the ROM (Royal Ontario Museum) as a shared delivery site for this program will be investigated.

As noted in the program costing spreadsheet provided in Appendix III, investment in this new program will generate sufficient enrolment and therefore revenue upon maturity to offset costs and provide the necessary contributions to college overhead expenditures.

## **6.0 Marketing and Promotion**

Integrated marketing tactics will be used to promote this program to target audiences, including high school students, non-direct applicants, and influencers.

### **Fleming Events / Internal Opportunities:**

- College open house (Fall and Spring)
- Education trade shows on campus

### **Liaison Activities:**

- Distribution of promotional materials to programs at other colleges, universities
- Inclusion in Graduate Recruiter presentations at high schools throughout Ontario
- Profiled at post-secondary information nights in the GTA
- Participation in the College Information Program (CIP) on campus
- Promoted in various activities directed to the Guidance Counselor channel (College Dialogues and guidance forum information sessions on campus)
- Promoted at key student recruiting events including Student Life Expo, CIP Metro Event
- Promoted through Fleming Data Research prospect conversion campaigns

### **Collateral:**

- Inclusion in the College Calendar and Program Guide
- Online customized view piece
- Program sheet and specialty postcard (for distribution at events and direct mail campaigns)
- 

### **Web:**

- Listed in new programs, and headline news sections on the college home page
- Program page in the on-line college calendar

- Promoted through high profile banners on home page
- Conservation organization links
- Academia.edu

**Social Media:**

- Facebook, including Facebook ads
- Twitter
- LinkedIn
- Relevant conservation and communication blogs
- Google Ads

**Direct mail and e-mail campaigns:**

- Community of interest mailings to various targeted organizations
- E-mail campaigns to targeted audiences

**Public Relations / Media Relations / College Communications:**

- Press release and media story for local media and targeted outlets
- Fleming Ties Alumni newsletter
- Fleming News

**Indirect marketing:**

- Word of mouth promotion by faculty, staff and students

**Industry Connections:**

- Program Advisory Committee will promote with various associations and contacts

## 7.0 Summary and Conclusion

This innovative program concept fits well Fleming’s strategic plan and the School of Environmental and Natural Resource Science’s branding vision for offering personalized learning opportunities, and community-based real-world applied learning experiences. It embraces elements of compressed and blended learning formats indented to attract new student populations to the Frost campus.

## 8.0 References

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## Appendix III: Financial Projections

ASSUMPTIONS/VARIABLES	NOTES
<b>REVENUE VARIABLES</b>	
<p>Enrolment</p> <p>Year 1 Intake</p> <p>Year 2 Intake</p> <p>Year 3 Intake</p> <p>Year 4 Intake</p> <p>Attrition Factors/Rationale</p>	<p>May start only once per year – 2 semesters / 24 weeks of delivery</p> <p>15 – first intake</p> <p>20 – second intake</p> <p>25 – third intake</p> <p>25 thereafter</p> <p>Minimal attrition – grad certificate</p>
<p>BOG Funding</p> <p>Expected Weighting Factor</p>	<p>Program Weight      Tuition factor</p> <p>Funding Unit</p> <p>Similar to other Ontario College Graduate Certificates in the Environmental sector</p>
<p>Tuition</p> <p>Standard</p> <p>Differentiated (High Demand)</p> <p>NOTE: If high demand tuition is identified, ensure that this is highlighted on the costing summary and in the motion to the Board.</p> <p>Criteria for Differentiation:</p> <p>1) high demand for instructional spaces</p> <p>2) high employer demand for graduates; and</p> <p>3) high income for employed graduates</p> <p>- maximum up to 15% of total college programs for diploma (confirm capacity with Director of Budget Services)</p> <p>- no maximum for post-diploma programs</p>	<p>Differentiated – grad certificate</p>
<p>Additional Fees/Income</p> <p>Lab</p> <p>Field Trips</p> <p>Field Camp/School</p> <p>Other</p> <p>Criteria for Fees:</p> <p>Must be in accordance with Tuition and Ancillary fees reporting guidelines.</p> <p>(Fees cannot be charged for bussing, accommodation, labs, consumable supplies and equipment.)</p>	<p>Compulsory Ancillary Fees – require approval of SA/SAC annually</p> <p>Student overnight field trips – Toronto – Royal Ontario Museum – 2/3 day course offering on site – student fee to offset actual expenses</p>

Expense Variables	
Direct Academic Costs - Course to be delivered - # of hours/course - Delivery breakdown by component for each course (i.e. lec/lab/sem) - Field placement hours/delivery	As per proposal
Staffing - Instructional - complement required - % split between FT and Contract - % split between PT and PL	20% FT and 80% contract faculty No new full time complement
Information Technology - software requirements - hardware requirements - multi-media requirements - technical support required	\$13,000 Creative Suite Software Apple Desktop Instructor Station (1) Apple Desktop Editing Stations (2) Drobo Digital Storage Unit – 8 bay Projector and connectors Smart whiteboards (2) Lacie Harddrives (2) Thumb Drives (5)  IT support for Apple desktop/laptop Students to purchase and supply own laptops
On-Going Operating Expenses - instructional supplies - delivery support (e.g. Technologist) - Coordinator release time/stipend	Instructional Supplies - \$2,000 Guest Speakers/Honorariums - \$5,000 Program Co-ordinator / Stipend as per costing summary No dedicated technologist support required
Capital Requirements - new equipment/materials required to launch - facilities renovations, requirements - funding source (CERF, FRG, SuperBuild, fundraising, endowments) - security systems/needs	\$10,800  Camera – telephoto lens (5) Camera – wide angle lens (1) Camera tripods
One-time Start-Up Expenses - curriculum development - library acquisitions - specialized marketing materials/events - software purchase	Course development - \$20,000 Library Resources - \$2,000
Space Requirements - lease/rental costs - lab space - classroom space - specific room requirements	Frost Campus delivery for first intake  Exploring off site delivery in Toronto at Royal Ontario Museum if feasible.

## Sir Sandford Fleming College - Program Costing

### Program Name: Environmental Visual Communications

				Net Tuition (per semester)	\$	1,600
				BOG (per yr)	\$	4,300
				Attrition		10%
(All values expressed in current dollars)				WFU		0.90

	Year 1 2011/12	Year 2 2012/13	Year 3 2013/14	Year 4 2014/15	Year 5 2015/16	Year 6 2016/17
Semester 1 Enrolment	15	20	25	25	25	25
Semester 3 Enrolment	12	16	20	20	20	20

#### Revenues

Tuition Fees	\$ 43,200	\$ 57,600	\$ 72,000	\$ 72,000	\$ 72,000	\$ 72,000
MTCU Operating Grant Received	-	17,415	40,635	69,660	81,270	87,075
<b>Total</b>	<b>43,200</b>	<b>75,015</b>	<b>112,635</b>	<b>141,660</b>	<b>153,270</b>	<b>159,075</b>

#### Expenses

Academic Direct	63,396	63,396	63,396	63,396	63,396	63,396
Program Coordinator	22,682	22,682	22,682	22,682	22,682	22,682
Course Supplies	2,000	2,000	2,000	2,000	2,000	2,000
Guest Speakers	5,000	5,000	5,000	5,000	5,000	5,000
Dean & Other academic costs	2,506	4,351	6,533	8,216	8,890	9,226
<b>Total</b>	<b>\$ 95,583</b>	<b>\$ 97,429</b>	<b>\$ 99,610</b>	<b>\$ 101,294</b>	<b>\$ 101,967</b>	<b>\$ 102,304</b>

#### Net Contribution or (Cost) of Proposed

<b>New Program before Overheads</b>	(52,383)	(22,414)	13,025	40,366	51,303	56,771
<b>Contribution %</b>	(121.3%)	(29.9%)	11.6%	28.5%	33.5%	35.7%

#### Startup and Replacement Capital Costs

Development Costs	25,800					
	20,000					
<b>College Overhead</b>	15,228	26,443	39,704	49,935	54,028	56,074

#### Net Contribution or (Cost) of Proposed

<b>New Program</b>	<b>(\$113,411)</b>	<b>(\$48,856)</b>	<b>(\$26,679)</b>	<b>(\$9,569)</b>	<b>(\$2,725)</b>	<b>\$697</b>
<b>Cumulative Cash Flow</b>	<b>(\$98,183)</b>	<b>(\$120,597)</b>	<b>(\$107,572)</b>	<b>(\$67,206)</b>	<b>(\$15,903)</b>	<b>\$40,868</b>

#### Assumptions:

1. Dean and other academic administrative expenses allocated at 5.8% of revenue
2. Academic delivery costs are comprised of approximately 20% FT Faculty and 80% Contract Faculty
3. College overhead is allocated at 35.25% of revenue
4. Gross tuition estimated to be \$3,900 per year





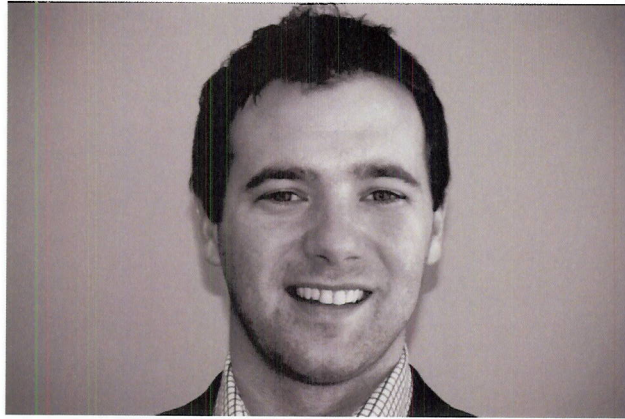
# Fleming College

LEARN | BELONG | BECOME

**2011**

**FLEMING COLLEGE  
PREMIER'S AWARDS FOR ONTARIO  
COLLEGE GRADUATES  
SUBMISSIONS**

Prepared by: Nicole S. Grady, Alumni Officer



**Ryan Bullock, Business Administration – Marketing '06 – Recent Graduate Category**

After graduation, Ryan pursued his Bachelor of Business Administration at Trent University while also working part time at a small advertising agency. After completing his degree, he moved to Toronto to seek work at a larger firm. He accepted a position at McLaren McCann and was put to work on the Nestle Nutrition USA account. He handled all of the digital communications for the account, took on Carnation Instant Breakfast as well as Nestle Baby, World Vision and the McLaren McCann website.

After a year he accepted a position at kbs+p. He was put on the pitch team for the Colleges Ontario account. On the second pitch of his career, Ryan's team won the account and Ryan was put on the execution team. He is now the lead on the Colleges Ontario account and is working on a rebrand targeting middle income parents to change the mindset that a college education is inferior to university. Ryan is also the execution lead on The Keg Steakhouse and Bar account handling first the digital account and then leading their 40<sup>th</sup> anniversary community giving integrated campaign which led to being named the account lead on all integrated business for The Keg in 2011. He is also the account lead on The Dairy Farmers of Canada Real Cream and Milk Calendar accounts, Kamik Footwear and leading the digital strategy for Target Canada.

In 2011, kbs+p was scheduled to pitch to Kamik Footwear, the president of the digital division was on vacation and Ryan was put in charge of the digital pitch which they won. kbs+p now handles the entire Kamik account.



**Patrice Chartier, Rehabilitation Assistant 1998 – Health Sciences Category**

As a mature student, Patrice enrolled in the Rehabilitation Assistant program. He was inspired by a guest speaker who worked with patients with acquired brain injuries. After graduation, he worked with this professional for a year before opening his own business, “Helping Hands Rehabilitation”. He specialized in children and youth who had been injured in motor vehicle accidents. His staff of seven provided physiotherapy, occupational therapy and personal support services for this vulnerable patient group. Leading the team, Patrice enjoyed working with the patients directly.

Patrice then accepted a position as territory manager for SCA Personal Care, a leader in adult incontinence products, Patrice was responsible for the territory east from Oshawa to Kingston and north to Bancroft. After winning several awards for top sales, Patrice was promoted to Regional Vice President covering Ontario and Manitoba. But he missed working with patients.

In 2009, Achieva Health approached Patrice to become their Vice President of Operations. After a three hour meeting, Patrice was floored by the services offered and how the field of long term care had changed for the better. However the market for providing rehabilitation services in long term care had changed and they needed someone who was strong in marketing. Patrice knew that the services offered by Achieva Health were something that he could promote and deliver. He now is responsible for the operation of rehabilitation services to over 250 long term care facilities, 100 retirement homes and 15 OHIP physiotherapy centres across the province.





**Brian Horton, General Business '76 – Business Category**

Brian began his career in the tax office at the City of Peterborough. He progressed quickly through the ranks, being promoted to Chief Accountant in 1981, then Manager of Finance in 1985. He became Director of Finance and Administration in 1995 and in 2007 he was named Senior Director of Corporate Services and Deputy CAO. In January of 2011, the CAO announced that she was leaving her position. It was no surprise when Brian was appointed as her successor.

As the city's top public servant, Brian is responsible to the Mayor and Members of Council for the administration, coordination and direction of all the affairs of the Corporation in accordance with the policies established by Council. With six departments heads reporting to him including Planning and Development Services, Legal Services, Treasurer and Corporate Services, Utility Services, Community Services and Fire Services, no day is the same for Brian. He has attended every council meeting since 1995 and oversees the direction of over 1,275 city employees. Peterborough is a vibrant and diverse community of approximately 75,000 people that includes a large senior population as well as a growing number of young families. The city has a university as well as a college which brings a whole different dynamic to local governance.

Unheard of these days, Brian has spent his entire career on the second floor of city hall; thirty-five years to be exact. Having the opportunity to work with wonderful people and work with each new council as they have been elected has been a highlight for Brian.



**Mark Law, GIS – Applications Specialist '94 - Technology**

Over the last 17 years Mark has pioneered and been a leader on location and geo-centric technologies. Immediately after graduation, while employed by the Ontario MNR and in partnership with Environment Canada, Mark coauthored the digital mapping standards for riverine and shoreline hazard lands. These standards were then used in the multimillion dollar provincial floodplain digital mapping program. Mark also led the provincial MNR implementation of Geographic Information Systems (GIS) to support the provincial Great Lakes shoreline management program with Conservation Authorities, municipalities and Ministry of Natural Resource Districts.

Mark left the MNR to work with ESRI, the GIS software leader, to be the Global Manager of ArcForest, which is a GIS based application for sustainable forest land management developed for Ontario. Following ESRI, Mark co-founded his own company called Orcatec based in Victoria, BC. Orcatec consulted on the implementation of GIS, software and Internet technologies for a wide range of agencies in Canada, the US and overseas. Sample projects included the selection and implementation of GIS technologies for BC Forests, GIS for land management planning for the Yukon government, GIS implementation for the City of Victoria and Internet projects for the US Army Corps of Engineers. Orcatec beat out several larger companies to win a CIDA project to define how computer based systems could be used to cooperatively manage the Zambezi River Basin in Africa. Orcatec worked with the different federal governments, NGO's and villages involved for over two years to develop the first ever digital mapping framework for the basin.

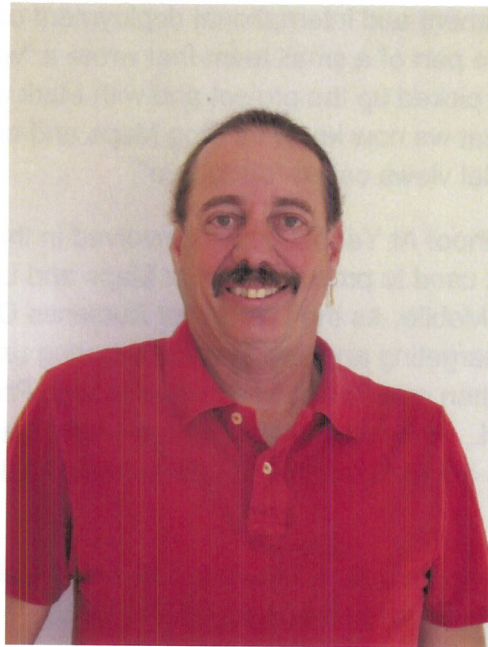
Mark then worked on a consulting project with Wild Tangent to define map centric applications in Internet browser games. Along with the COO of Wild Tangent, he co-wrote the patent for electronic mapping on the internet which includes many of the components contained in online maps today. The patent was later bought by Google.

Mark then led product management and international deployment of Maps and Directions on MSN for Microsoft. He was also part of a small team that wrote a "white paper" for Bill Gates called Virtual Earth. Mr. Gates picked up the project and with Mark as the group product manager, the team created what we now know as Bing Maps and new geo-visual innovations such as three dimensional aerial views called "Birds Eye".

Mark was then recruited by Yahoo! At Yahoo! he was involved in the creation and deployment of the global mapping platform used to produce Yahoo! Maps and Local and by most of the Yahoo! Channels and Yahoo! Mobile. As the Director of Audience Centric Targeting, Mark lead product management for geo-targeting and behavioural targeting used in online advertising and then content targeting. Mark then moved on to become the Vice President of Product for MapQuest, a subsidiary of AOL, where he led the product team in a variety of consumer and enterprise product innovations in local content, mobile geo-applications and online map advertising.

He has recently returned to Microsoft. As a Principal PM, Mark is charged with the challenge of the next generation applications for search and social on MSN.





**Kris Nahrgang, Social Service Worker '92 – Creative Arts & Design**

Kris worked in a body shop for sixteen years before returning to school after his doctor recommended he change careers due to injuries sustained through repetitive strain. That first Christmas money was tight, so Kris decided to buy some soapstone and carve gifts. He continued to carve as a hobby throughout his time in school.

While on placement, Kris wrote a program for Native inmates, on how to better acclimatize them in the correctional system. The programming included traditional Native teaching, art programs and aftercare for when inmates were released. The program was implemented and Kris accepted a position to work at another institution to implement the program after convocation.

Kris also created a healing program that incorporated traditional carving, smudging and counselling. He ran the full time, eight week program out of the Peterborough Native Friendship Centre. Kris states, "When you carve, your conscious takes a back seat and your subconscious comes forward. Any issue that you are dealing with can be transferred to the stone. When the piece is done, you can put the stone and the issue away."

Kris continued to work on his own art and it was becoming more renowned. His paintings and carvings became sought after commissions and are part of the personal collections of George Bush Senior, Prince Andrew, Nelson Mandela, Anne Murray and Bill Cosby. In 1994, Kris was selected as one of four Native Canadian artists to represent the country in France during the 50<sup>th</sup> anniversary celebrations of the battle of Normandy. The artists' works were on display for two weeks with over 110,000 people visiting the exhibit.

Kris now focuses full time on his art and his duties as the Chief of Kawartha Nishnawbe First Nation. On council for 23 years and Chief for the past 13 years, there is no core funding for the council, so Kris' work is done on a volunteer basis. Through his role he has assisted Trent

University in the repatriation of native artifacts and was granted a permit to search for artifacts in Ontario by Parks Canada.

Kris is now working with the Discovery Channel to put together a 13 episode feature called "Ancestor's Speak", travelling the globe and documenting artifacts. Shooting will begin in spring of 2012.



**Jim McMullen, Fish & Wildlife Technician '79 – Community Services**

Jim began his career in enforcement shortly after graduation working as a deputy conservation officer and then as a park warden. In August 1981, he was appointed as an Ontario Conservation Officer working in Maple and Chapleau.

In 1989, Jim was transferred to Parry Sound where he has remained as the sole Conservation Officer for over 22 years. Responsible for enforcing hunting and fishing regulations as well as boating and liquor possession and consumption regulations, Jim's primary focus relates to commercial and sport fishing. Jim is responsible for approximately 120 miles of coast line.

Jim also serves as an in-service Firearms Instructor. He is also involved as a Marine Instructor training Conservation Officers, Park Wardens, OPP and York Region Police Officers. He is widely recognized as an expert in the field of large vessel operation and on-water safety.

Jim is also the provincial director for "A" Operations, leading a 19 person team that directs air operations and logistical aspects of fighting large forest fires. This includes preparing a briefing status, coordinating the fuelling and maintenance of up to 30 helicopters and organizing over 550 firefighters.

During his career Jim has received a number of awards and commendations including, the Marine Professional of the Year Award, Conservation Officer of the Year Award, two lifesaving awards and recently received his Peace Officer Exemplary Service Medal

Jim also sat on the Ontario Conservation Officers Association from 1984 to 2010. During his two terms leading the executive team, one of the important initiatives brought forward by Jim was the appointment of Conservation Officers under the Small Vessel Regulations, an important public safety statute. This event increased marine law enforcement presence by about 40%, the largest single increase of marine safety enforcement in Canada.