

SENATE MEETING AGENDA

Tuesday, November 7, 2017



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THE COMMONS - POD 250

4:30 p.m. Light dinner is available

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Approval of the Agenda
Motion: *That Senate approve the agenda for the November 7, 2017 meeting*
3. Announcements
- Pages 1-5 4. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the October 3, 2017 meeting*
5. Matters Arising from the Minutes
6. Correspondence
7. Reports
- Pages 6-11 7.1 Report of the President
7.1.1 President's Update
- Pages 12-17 7.2 Achievement Report
- 7.3 Report of the Secretary
- Pages 18-30 7.4 Committee Reports
7.4.1 Report #F2017-2 of the Academic Standards Committee (ASC):
M. Moshé
- Pages 18-19 7.4.1.1 TRSM proposal to use CMN 279 (Introduction to Professional Communication) as the required Professional Communication course for all TRSM students

Motion: *That Senate approve the TRSM proposal to use CMN 279 (Introduction to Professional Communication) as the required Professional Communication course for all TRSM students, as described in the Senate agenda*

Pages 19-20

7.4.1.2 Urban and Regional Planning: Removal of PLG 700 (Contemporary Urban Issues)

Motion: *That Senate approve the Urban and Regional Planning proposal to remove PLG 700 (Contemporary Urban Issues) as described in the Senate agenda*

Pages 20-22

7.4.1.3 Midwifery Education Program (MEP) proposal for changes to its admission requirements.

Motion: *That Senate approve the Midwifery Education Program proposal for changes to its admissions requirements as described in the Senate agenda*

Pages 22-24

7.4.1.4 Computer Science proposal for a minor in Computer Science.

Motion: *That Senate approve the proposal for a Minor in Computer Science as described in the Senate agenda*

Pages 25-27

7.4.1.5 School of Interior Design curriculum revisions

Motion: *That Senate approve the proposal for curriculum revisions in the School of Interior Design as described in the Senate agenda*

Pages 27-30

7.4.1.6 School of Creative Industries proposal for a minor in Communication Design

Motion: *That Senate approve the proposal for a Minor in Communication Design as described in the Senate agenda*

Pages 31-32

7.4.2 Report #F2017-2 of the Academic Governance and Policy Committee (AGPC): M. Benarroch

7.4.2.1 Academic Policy Review Committee (APRC) update: M. Moshé

7.4.2.2 Update on the Review of [Ryerson's Freedom of Speech statement](#)

7.4.2.3 Update on Review of [Senate Bylaws](#)

Page 32	7.4.2.4 Notice that the FLD grade designation will be implemented for Fall 2017 as per Policy 46 (“the GPA policy”): C. Hack
Pages 33-34	7.4.3 Report #F2017-1 of the Senate Priorities Committee: M. Lachemi
	7.4.3.1 Notice from the Awards and Ceremonials Committee (AWCC) that Spring convocation ceremonies are moving to the Mattamy Athletic Centre (MAC)
	7.4.3.2 Recommendation from the Awards and Ceremonials Committee (AWCC) to add an alumni representative to the AWCC membership
	<u>Motion:</u> <i>That Senate approve the recommendation from the Awards and Ceremonials Committee (AWCC) to add an alumni representative to the AWCC membership</i>
	7.4.3.3 Election of Senate representatives to the Chancellor search committee. See SPC report in the agenda package for details.
Pages 35-71	7.4.4 Report #F2017-1 of the Curriculum Implementation Committee (CIC): M. Moshé The Committee is providing three Notices of Motion for items to be considered at the December 5, 2017 meeting of Senate. Supporting documentation is provided in the November 7 agenda for Senators to consider prior to the December meeting.
Pages 35-45	7.4.4.1 Notice of Motion: That Senate receive for information the December 5, 2017 Curriculum Implementation Committee Report to Senate; and, That Senate request the Vice-Provost Academic to report semi-annually on whether and how each of the recommendations in the Report has been addressed.
Pages 46-65	7.4.4.2 Notice of Motion: That Senate approve the proposed Policy 2: Undergraduate Curriculum Structure.
Pages 66-71	7.4.4.3 Notice of Motion: That Senate approve the proposed Implementation Plan; and, That the Timeline contained in Appendix I of the Plan be accepted as a guideline, with milestones and any divergences reported and explained to Senate throughout the implementation process.
Pages 72-190	7.5 Report #F2017-1 of the Yeates School of Graduate Studies (YSGS)
	7.5.1 New program proposal for the Master of Health Administration (Community Care)

Motion: *That Senate approve the new program proposal for the Master of Health Administration (Community Care) program as described in the Senate agenda.*

8. Old Business

9. New Business as Circulated

10. Members' Business

11. Consent Agenda

11.1 Course changes from Faculty of Arts:

(see http://www.ryerson.ca/senate/agenda/2017/Course_Change_Forms_Nov2017.pdf)
*English; Arts & Contemporary Studies; Criminology; and Geography
& Environmental Studies*

12. Adjournment

SENATE MINUTES OF MEETING Tuesday, October 3, 2017			
MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
J. Austin	C. Antonescu	E. Kam	B. Baum
M. Banarroch	I. Baitz	K. Kumar	L. Emberson
L. Barnoff	R. Botelho	V. Magness	S. Faruqi
C. Hack	T. Burke	D. Mason	E. Hysi
M. Lachemi	B. Ceh	A. McWilliams	F. Muto
S. Liss	K. Church	L. Pine	T. Nowshin
M. Moshé	Y. Derbal	S. Rakhmayil	R. Rezaee
D. O'Neil Green	M. Dionne	R. Ravindran	R. Syed
C. Shepstone	H. Doshi	J. Tiessen	N. Ul Saqib
P. Stenton	A. Ferworn	N. Thomlinson	
P. Sugiman	J. Friedman	K. Underwood	
S. Zolfaghari	E. Harley	K. Venkatakrisnan	EX-OFFICIO
	R. Hudyma	J. Zboralski	D. Lis
SENATE ASSOCIATES:		ALUMNI:	
A. M. Brinsmead		J. Makuch	
M. Zouri		C. Tam	
REGRETS:		ABSENT:	
M. Bountrogianni	C. Falzon	S. Benda	
I. Coe	J. Mactavish	P. Danziger	
C. Davenport	I. Mishkel	V. Tanveer	
S. Dolgoy	S. Murphy		
C. Dowling	A. Najibzadeh		
T. Duever	J. Winton		
N. Eichenlaub			

1. Call to Order/Establishment of Quorum
2. Approval of Agenda
Motion: *That Senate approve the agenda for the October 3, 2017 meeting*

Motion to amend agenda – Removal of Item 10.1

D. Mason moved; A. McWilliams seconded

Amended Agenda Approved

3. Announcements - None
4. Minutes of Previous Meeting – June 5, 2017
D. Mason moved; V. Magness seconded
Motion Approved
5. Matters Arising from the Minutes- None
6. Correspondence - None
7. Reports
7.1 Report of the President
7.1.1 President's Update

Highlights:

President Lachemi welcomed M. Benarroch, Ryerson's new Provost and Vice-President Academic, and I. Mishkel, the new Vice-President University Advancement and Alumni Relations. He also congratulated D. O'Neil Green on her new role as Vice-President Equity and Community Inclusion. He emphasized Ryerson's shared commitment to equity, diversity and inclusion.

The Ryerson Image Centre (RIC) acquired 25,000 photos from the New York Times, some of which are part of the RIC's exhibit entitled "The Far Away Nearby."

In September, Ryerson celebrated being named a top diversity employer for the third year in a row. President Lachemi congratulated C. Sass-Kortsak, Assistant Vice-President, Human Resources and D. O'Neil Green, Vice-President Equity and Community Inclusion, and their staff for their work in this area.

President Lachemi congratulated the faculty, students, alumni and staff of the RTA School of Media for being recognized by the Hollywood Reporter as the only Canadian school to make their 2017 list of the top 15 film schools in the world. The President also commented on Ryerson's involvement with the Toronto International Film Festival (TIFF), including five FCAD alumni who had entries in the Festival.

President Lachemi attended the launch of Ryerson's newly-acquired DMZ space in New York City. Also attending was former Ryerson Board Chair, Phyllis Yaffe, who is

currently the Consul General for Canada in New York.

The Search for a new Vice-President Operations & Administration to replace Janice Winton, who will be retiring soon, is progressing well. President Lachemi will update Senate as the process continues.

Ryerson's Board of Governors has announced that they are initiating the search for a new Chancellor, given that Chancellor Bloomberg will be finishing his second term by October 2018. The Chair of the Board has asked President Lachemi to initiate the process to select three members from Senate to be on the search committee, in accordance with the Ryerson University Act. President Lachemi will ask the Senate Priorities Committee (SPC) to recommend a process for that selection at the next Senate meeting.

The President updated Senate on the Brampton initiative. He noted that \$150M has been approved by the City of Brampton to fund the project. Ryerson has submitted a formal proposal to the Province, and Senate will be updated on any progress. The President noted for Senate that a consultation process will be established to get input from the Ryerson community regarding programming/curriculum for the initiative.

Regarding the law school proposal, the Ontario Universities Council on Quality Assurance ("the Quality Council") and the Federation of Law Societies of Canada are currently reviewing the proposal. Senate will be informed of any progress.

President Lachemi reminded Senate of the upcoming Fall convocation ceremonies, which are scheduled for next week (October 10-12). Honorary doctorate awards will be bestowed as follows: Frank Iacobucci, retired Justice of the Supreme Court of Canada; and Helen Vari, President, George and Helen Vari Foundation.

7.2 Report of the Secretary

7.3.2 Updated list of membership and committees

J. Turtle provided an update on the membership of various Senate committees and noted that complete membership lists are available on the Senate website.

7.3 Update on the Strategic Mandate Agreement (SMA) process: P. Stenton

The Vice-Provost, Planning updated Senate on the ongoing SMA negotiations, and noted that Senate will be kept apprised of any progress.

7.4.1 Report #F2017-1 of the Academic Standards Committee (ASC):

7.4.1.1. Medical Physics Major Curriculum Modification

M. Moshe moved; A. McWilliams seconded

Motion Approved.

7.4.2.1 Academic Policy Review Committee (APRC) update: M. Moshé provided an update on the new Health Certificate, which replaces the former Medical Certificate. The

committee is working with Computer and Communication Services (CCS) on a Fall 2017 pilot project in TRSM for students to submit requests for Academic Consideration online, with plans for University-wide implementation at a later date. There will also be a Fall 2017 pilot project for “Self-Declarations” in the Department of Mechanical and Industrial Engineering. Further details regarding the Health Certificate and Self-Declarations are available in previous, written APRC reports to Senate and on the Senate website.

7.4.2.2 History Department Council Bylaws

M. Benarroch moved, S. Liss seconded

D. Mason expressed concerns with the History bylaws, noted some inconsistencies, and made some recommendations for reviewing bylaws in the future, such as using consistent formatting.

After some discussion, N. Thomlinson moved to refer the History bylaws back to the History department, so that any issues can be addressed, and a revised draft brought to Senate at a later day. R. Syed seconded this motion.

Motion to refer approved.

7.4.2.3 Midwifery Education Program Council Bylaws

M. Benarroch moved, M. Dionne seconded.

Discussion ensued regarding potential inconsistencies in these bylaws, as well as general issues about the implementation of Policy 45 (Governance Councils).

D. Mason moved to refer the Midwifery bylaws back to the Midwifery Education Program, so that any issues can be addressed, and a revised draft brought to Senate at a later day. A. McWilliams seconded this motion.

Motion to refer was not approved.

N. Thomlinson moved to amend the bylaws such that Article 7.1 read as follows: “The School Council may establish other sub-committees as necessary to consider any other matters of concern to the School,” and that the future creation of any subcommittees be brought to Senate for approval. L. Emberson seconded. A representative from the Midwifery Education Program agreed to modify the bylaws accordingly.

Motion to amend approved.

Original motion approved, as amended.

7.4.2.4 Architectural Science Council Bylaws

M. Benarroch moved, V. Magness seconded

D. Mason moved to amend the bylaws such that Article 4.L read as follows:

“Amendment of these by-laws shall require the passing of amending by-law with a vote of support by at least two-thirds (2/3) of the voting members of the Council before forwarding to Senate for approval.” R. Rezaee seconded.

Motion to amend approved.

Original motion approved, as amended.

7.4.2.5 The Provost provided an update on the review of Ryerson’s Freedom of Speech statement. He mentioned that a sub-committee of AGPC is being formed, and that Senate will be informed of its composition in the near future.

7.4.2.6 The Provost stated that a committee to review the Senate bylaws will be struck, and that Senate will be informed of its composition in the near future.

8. Old Business – None
9. New Business – None
10. Members’ Business – None
11. Consent Agenda – None
12. Adjournment – The meeting adjourned at 6:18 p.m.

Ryerson University
President's Update to Senate
November 7, 2017



APPOINTMENTS

Sabrina Geremia, DMZ Advisory board member, and advisor on the City of Toronto Innovation Economy Advisory Council and Move the Dial, an initiative to encourage more women in technology, has been appointed country director and head of operations for Google Canada.

Bonnie-Jeanne MacDonald has been appointed inaugural senior research fellow at the Ted Rogers School of Management's National Institute of Ageing, conducting and publishing research on Canada's health and retirement income systems, and presenting her findings at industry and public policy events.

Rita Jean Maxwell, Ontario Court of Appeal, adjunct faculty University of Toronto Faculty of Law and Ryerson University Law Practice Program, is one of two black women judges among ten new judicial appointments, increasing the number of black women judges in the province to seven.

FALL CONVOCATION 2017 (2016 figures) – From October 10-12th six ceremonies celebrated the achievement of 2,154 (2,337) graduates eligible to cross the stage, awarding 923 (1,041) undergraduate degrees and certificates, 771 (695) graduate degrees and certificates, and 460 (601) continuing education certificates. Our new graduates join more than 189,000 Ryerson alumni worldwide.

INVICTUS GAMES – On September 21st Ryerson was proud to welcome Invictus representatives presenting the Invictus flag to the Mattamy Athletic Centre as a venue. Joining me were Eggy, on hand to greet Invictus mascot Vimy; Chris Munro, Canadian Armed Forces veteran, social work master's student and veterans transition to education coordinator with Spanning the Gaps; Athletics Director Ivan Joseph; and flag bearers Erick DeLaurentis (Rams men's hockey) and Tashana McDonald (Rams women's basketball). From September 23rd-30th, events at the MAC included indoor rowing, powerlifting, sitting volleyball, wheelchair basketball and wheelchair rugby. As part of the Games, The Chang School participated in the Veterans Career Summit, with dean Marie Bountrogianni moderating a panel, and Spanning the Gaps staff Wincy Li (program co-ordinator) and O'neil Edwards (program director) on hand as advisors; and Ryerson-based startups demonstrating accessibility-related apps and devices in the Accessibility Innovation Showcase. Launched by Prince Harry in 2014, in 2017 more than 550 competitors from 17 countries competed at the 3rd annual Invictus Games in Toronto.

ECONOMIC CLUB OF CANADA – On October 5th it was a privilege to deliver my first major public address since my installation last year, on a topic about which I feel strongly and where I believe that Ryerson, and universities in general, have a crucial role to play. In speaking about "Canadian Universities and the Forces of Global Change" my focus was on disruption as the predominant force in the world today – and how it challenges us to develop an effective and adaptable response. Recognizing three irrefutable characteristics of the disruption currently at work: disruption ignores boundaries; disruption is global; and disruption is changing how students learn, I shared my conviction that Ryerson is preparing students for a rapidly changing world with skills that will move with the times, including flexibility, adaptability, creativity and problem solving – and a breadth of collaboration and partnership founded on global innovation, diversity and inclusion. My thanks to Rhiannon Traill (Arts and Contemporary Studies '08), president & CEO of the Economic Club of Canada and member of the Ryerson Board of Governors, and colleagues and partners envisioning the journey forward together. The full text of the speech is available at <http://www.ryerson.ca/content/dam/president/documents/Ryerson-ML-Eco-Club-speech.pdf>.

ALUMNI WEEKEND – More than 1,000 past and present Ryersonians were on campus October 13-14th for the annual festivities growing every year in engagement and enthusiasm. The breadth of events included faculty and program reunions; a Hallowe'en-themed *Night of the Recent Grads*; BBQ lunch at Ram in the Rye; Inniskillin wine tasting and Cowbell Brewing Co. beer tasting at Oakham House; campus tours including the Mattamy Athletic Centre and Student Learning Centre, and an introduction to the Daphne Cockwell Health Sciences Complex and Jarvis Street residence; a guided tour of *The Faraway Nearby: Photographs of Canada from The New York Times Photo Archive* at the Ryerson Image Centre; lectures by Brookfield Institute executive director Sean Mullin (*So You Want to be Future-Proof?*) and mechanical technology '63 graduate John Harrington (*Mystery of the Deep Sea: The Story of the Franklin Expedition*); the Rams Alumni Challenge; and the Ryerson Dinner, hosted by ET Canada reporter Sangita Patel (electrical engineering '02) featuring the 2017 Alumni Achievement Awards presentation. Special thanks to Alumni Relations and everyone at Ryerson involved in this wonderful weekend.

MILESTONE ANNIVERSARIES – Congratulations and very best wishes to programs advancing the Ryerson mission and values as trailblazers in teaching and learning, research and city-building, the development of academic disciplines, the quality of the student experience and contributions to our communities:

Caribbean Studies 20th Anniversary – Twenty years ago a group of faculty and community members joined to develop a program responding in particular to the academic interests of a growing Caribbean population. Today, students in the program come from many different backgrounds and a breadth of disciplines, and the program has experienced significant growth including a minor in Caribbean Studies launched this fall, and Caribbean Studies Association conferences attended by over 1,000 members. The celebration featured *Before the Six – We Jammin Still!* a panel discussion on the history of the Caribbean Toronto music scene chaired by Mark Campbell, RTA School of Media, with Dr. Jay “De Soca Prince,” Tasha Rozez “Gunz&Rozez,” Ron Nelson “Reggaemania.com,” and Jeff Lo “TorontoLime.com” and *Keeping We Roots Alive* with Caribbean dance, drum and steelpan performances including Children and Youth Dance Theatre, Toronto All Starz Tassa Group, Joy Lapps pan ensemble, and an after party with DJs Shy and Keyira. Special thanks to organizer Professor Camille Hernandez-Ramdwar and her team.

Spanning The Gaps 10th Anniversary – On September 20th Ryerson celebrated a program dedicated to championing access and support. Based in The Chang School, Spanning the Gaps includes the Transition Foundations Program for mature standing; Road to Ryerson for high school students; RU Now which offers high school students the opportunity to earn a high school credit; Quick Start workshops; and the Veterans Transition to Education program. At the event, program director O'neil Edwards remarked on the growth of the program from 17 students in its first year to 70 students each term, and keynote speaker Athletics Director Ivan Joseph praised Spanning the Gaps alumni as role models. The special occasion concluded with a ceremony for graduates of the Transition Foundations Program, with valedictorian Patricia Dunn recognizing how many different stories converged in a “desire for something more.” Over its history, there have been 736 learners in the Transition Foundations Program, 425 youth in Road to Ryerson, and 324 Spanning the Gaps alumni have completed an undergraduate degree.

ONTARIO UNIVERSITIES FAIR – A new attendance record of 139,912 visitors was set at the annual event held on September 22nd-24th at the Metro Toronto Convention Centre. The Ryerson booth distributed 30,000 handbooks and 10,000 lanyards, and more than 2,400 visitors attended presentations given by Ryerson recruitment officers every hour, also streamed on Facebook Live. Representatives from each faculty, zone learning and student affairs were on hand to answer questions about academic programs, student life and experiential learning opportunities. We had 25,000 views on Snapchat, 1,131 views on Facebook Live, and more than 600 likes on Instagram. Special thanks to the Office of the Registrar for continuing leadership in preparation, coordination and follow-up; and the team of 821 Ryerson faculty, staff and student volunteers who give every prospective student the feeling that Ryerson is home.

COMMUNITY THANKSGIVING – For the second year in a row, Ted Rogers School of Management students, faculty and staff partnered with the Church of the Holy Trinity to serve a free Thanksgiving meal to local community members. TRSM executive chef Paul Huang and 12 students from the school's hospitality and tourism management program prepared more than 120 pounds of roast turkey, 50 pounds of mashed potatoes and vegetables, 50 litres of butternut squash soup, and more than 60 pumpkin and apple tarts. Nearly 25 staff, faculty, friends and family members served nearly 200 people on Thanksgiving Monday. Socks, gloves, mittens and other winter gear donated by the volunteers were also given out at the lunch to community members. In the continuing tradition of 'meet the president' meals, it was also a joy to host Thanksgiving brunch for students at the Student Learning Centre.

EDI in STEM – On October 12th the Ryerson Faculty of Science and the Canadian Policy Centre released *Equity, Diversity and Inclusivity in Science, Technology, Engineering and Mathematics: Forging Paths to Enhanced Innovation*, examining how science, technology, engineering, and mathematics (STEM) disciplines can address issues of gender and racial diversity and equality. Led by Dr. Imogen Coe, dean of the faculty of science at Ryerson, and Dr. Mehrdad Hariri, president & CEO of the Canadian Science Policy Centre, the report reflects the key findings and recommendations from the May 29th roundtable, among the first ever in Ontario to facilitate dialogue among stakeholders from various sectors including academia, companies, government, industry associations, innovation supporters and not-for-profit organizations. The report highlights key insights and action-oriented, effective strategies that will leverage EDI in STEM to advance innovation, including: taking action to change perceptions and challenge stereotypes within STEM-based professions; adopting evidence-based and data-driven programming to enhance EDI in STEM in each sector and organization; and building EDI into the culture and policy of academic, professional, work and government environments by raising awareness, providing training, requiring STEM-programming across sectors and organizations, and integrating EDI into hiring practices and at every stage of the STEM talent pipeline. The full report is available at: [http://www.ryerson.ca/content/dam/edistem/resources/edi_report_ryersonFOS.pdf].

DIVERSITY LEGISLATION – The Honourable Navdeep Bains, Minister of Innovation, Science and Economic Development, was on campus October 4th for a panel discussion hosted by the Ted Rogers School of Management Diversity Institute on building a more inclusive workforce for the modern global economy. The Minister outlined the measures proposed in Bill C-25, *An Act to amend the Canada Business Corporations Act, the Canada Cooperatives Act, the Canada Not-for-profit Corporations Act and the Competition Act*, designed to advance diversity and inclusion in corporate leadership positions, and in particular women, Indigenous people, persons with disabilities and visible minorities. The Minister remarked that C-25 embodies an important principle – that, in the boardroom as in life, a broader perspective leads to innovative thinking and gives Canadians a competitive edge in a global economy.

AI @ LIZ - The Ontario Ministry of the Attorney General and the Legal Innovation Zone (LIZ) at Ryerson University are partnering to sponsor creative innovation with the Ontario Artificial Intelligence (AI) Legal Challenge. Similar to last year's Ontario Access to Justice Challenge, the AI Challenge will provide winning companies with residence in the zone and access to the mentoring, training and support services supplied to startups in the legal technology incubator. The contest breaks down AI into four separate categories: machine learning that gathers and processes data points on a continuing cycle to improve results; natural language processing to understand and interpret human language; 'vision' ability that interprets, identifies and describes images; and interactive speech as in Apple's Siri application. Following the November 10th deadline, the top ten applicants will make pitches to an expert committee, and the top six companies from the pitching round will be invited into LIZ for four months – at the end of which those six will compete in another pitch, with the top three companies sharing the \$80,000 prize and being given a further four months in the incubator.

FACEBOOK–RYERSON – On September 28th the Honourable Mélanie Joly, Minister of Canadian Heritage, announced that Facebook will be partnering with the Ryerson School of Journalism and the DMZ to launch a digital news incubator. The first initiative of its kind for Canada, the Minister said the program will offer funding and mentorship to accelerate innovative ideas that contribute to the digital development of journalism in the face of challenges to the industry. The Minister affirmed that reliable journalistic content is critical to a healthy democracy, and any solution offered by government must respect journalistic independence – and will therefore focus on innovation, experimentation and the transition to digital formats. Charles Falzon, dean of the faculty of communications and design and a member of the government's advisory panel, reflected that a strong future needs to include a look back at the foundational questions of journalistic method, of truth, of the integrity and professionalism of journalism and what it means to be a journalist. More details about the partnership with Facebook will be announced later in the fall.

DMZ NYC – On October 2nd it was a pleasure to join Abdullah Snobar, executive director of the DMZ, in welcoming special guests Phyllis Yaffe (Consul General of Canada in New York), Janice Fukakusa (Board Chair of Canada Infrastructure Bank, Chair of the Ryerson Board of Governors), Marc-André Blanchard (Permanent Representative of Canada to the United Nations) and academic, corporate and tech leaders from the United States and Canada, to the grand opening of DMZ in New York City. Located at Primary, a collaborative workspace in New York City's financial district, the 25,000 square foot facility hosts a community of peers and mentors in an environment providing unparalleled access to other Canadian, American, and international entrepreneurs. The New York City space complements the incubator in Toronto, and is designed to be a landing pad for Canada's tech startups to grow their customer base in the U.S. The occasion also launched the DMZ U.S. Roadshow, a program scheduled for early 2018, which will take top DMZ startups to meet a curated selection of potential clients in New York, Boston, and Silicon Valley, accompanied and supported by members of the DMZ staff and Advisory Council, who will help train entrepreneurs in pitch preparation, fundraising, and negotiation.

WEBMOTI FOR AUTISTIC CHILDREN –This fall the Toronto District School Board (TDSB) is the first school board in Canada testing the WebMoti system, partnering the Ryerson Inclusive Media and Design Centre directed by TRSM researcher Deborah Fels, Tactile Audio Displays Inc., and Dutch educational tech company Webchair. The WebMoti multimedia, multi-sensory system will allow students who struggle with sensory overload to participate in class remotely in a way they can control. The research, funded by the Ontario Centres for Excellence (OCE) Advancing Education Program, includes 16 elementary and secondary students trying out WebMoti over the next 24 months. The Webchair allows a student with autism to interact with classmates in real time through computer screens, giving the student the ability to zoom in on the teacher, students or different areas of the classroom, and also block out background noise by tuning in directly to the teacher's voice. The Webchair was developed in the Netherlands by founder Graham Smith, and has expanded to Ireland, the U.K., Germany, and Canada, with the Ryerson Emoti-Chair, developed to bring music to the deaf through vibrations, included as part of the project.

TIMBER FEVER – On September 21st-24th the 3rd annual TimberFever event was hosted by the Ryerson department of architectural science on Gould Street, in partnership with Moses Structural Engineers and sponsor EllisDon. The 36-hour challenge doubled in size this year, with 16 teams including participants from Ryerson University, Carleton University, Laurentian University, Queen's University, the University of Toronto, and the University of Waterloo. Each competing team – including a mix of architecture and engineering students, and a mix of students from different universities – was supplied with dimensional lumber and plywood, and challenged to engineer and build a unique wooden structure that would be judged based on concept, design creativity and development, construction and presentation, and structural elements that would meet a specified load and be able to withstand sway. The goal of the competition is to underscore the importance of collaboration between the professions, while developing design, construction and communication skills invaluable to future careers. Student teams

were mentored by architects, engineers and members of Carpenters' Local 27, and the general public was invited to witness the final build on Sunday and cast a vote for the People's Choice Award.

NUIT BLANCHE – Ryerson had two installations designed by students and graduates at this year's overnight art festival. *Delight*, a unique architectural science installation, took the sound frequencies of people approaching and entering the space and reflected them as sine waves in light-emitting orbs, with sound-activated light that moved faster or slower depending on the ambient noise in the room. The project responded to the Nuit Blanche/Canada 150 theme of 'many possible futures' with collaboration and unity brought together in "one installation, many voices." The design team included Louise Shin, Michelle Friesen, Jonathan Brunath, Kelly (Pin Ju) Lai, Wayne (Jiachen) Bai, Farah Elmajdoub, Jean-Paul Guay, Laura Herrera, and Agnes (Ka Pui) Cheng, with help from student volunteers to complete the installation. *Foreign Bodies*, presented by Image Arts graduates Elise Rasmussen, Camille Rojas, and Avery Steel at the Ryerson Artspace, blended photography, video, and performance in encouraging visitors to consider how their bodies interacted with the exhibition as they navigated the room.

WE DAY TORONTO – On September 28th Ryerson was proud to reprise its role as the official education partner supporting youth to become agents of change. Launched in 2007 by Free the Children, WE Day has reached 12,000 schools and raised \$79.8 million for more than 2,500 local and global causes. This year Ryerson was represented onstage by two TRSM students: Seokhoon Jun presenting *Stadium*, his non-profit that organizes pick-up soccer games around Toronto to create social spaces for newcomers; and Celeste Ceres presenting *Sacraspice*, teaching culinary skills to youth in priority neighbourhoods.

2017 UNITED WAY – On October 19th Ryerson held its annual "Chillin' on Gould" event in support of the United Way, offering both a hot meal and the opportunity to challenge a Ram student-athlete in a game of basketball, hockey or soccer. This year's Ryerson United Way campaign theme – youth and diversity – invites us to make a difference in ways we see around us every day. The United Way was on campus September 27th with the "2017 United Way Poverty Simulator: Living on the Edge" which divided participants into family units of varying circumstances, with the goal of covering food, shelter, and other needs on the income of a family living in poverty – challenging perceptions and building empathy.

RYERSON TOGETHER – This fall Ryerson Engineers without Borders (EWB) have launched a new charitable initiative called Ryerson *TO*gether, a campus-wide program to increase awareness and raise funds to address homelessness in Toronto. In collaboration with Evergreen and Covenant House, Ryerson *TO*gether will be volunteering to help in providing a range of services to the homeless in Toronto, with the goal of engaging students from all faculties to join the team and unite in a common cause – making a difference and helping the homeless in our local community.

RYERSON RAMS CARE – On September 3rd, the Ryerson Rams Care program welcomed more than 35 young people from the Toronto Community Housing Corporation (TCHC) for a range of activities guided by Rams student-athletes. The mission of the program is to use the power of sport to break down barriers for inner-city youth by engaging Ryerson student-athletes as mentors and role models, working with agencies and partners, and bridging the gap between sports and school by building leadership, engagement and social skills. Initiatives include the Mentorship Program sending Rams into the community to mentor youth, with partners such as TCHC, Kiwanis Boys and Girls Club of Toronto and TDSB; the Campus Events Program including Jays Care Big Sports Days and the Winter Basketball Academy powered by Nike, the Recreation and Leadership Certificate program, and the Send Kids to Camp program with the goal of giving 250 youth a camp experience hosted by Ryerson Athletics over the course of the summer.

from the President's Calendar

September 12, 2017: I met with Sheldon Levy, Deputy Minister, and Glenn Craney, Assistant Deputy Minister, Strategic Policy and Programs from the Ministry of Advanced Education and Skills Development to discuss government initiatives and collaboration.

September 14, 2017: Ryerson welcomed federal, provincial and territorial immigration ministers to campus on a visit to the DMZ and a conversation about growing Canadian leadership.

September 15, 2017: The four presidents of GTA universities continue to meet on a regular basis to share the unique perspective and responsibility of city-building and innovation for our communities.

September 18, 2017: At the planned giving lunch hosted by vice-president advancement and alumni relations Ian Mishkel and members of the team at the MAC, blue-and-gold energy was everywhere.

September 18, 2017: Ryerson welcomed colleagues from Aarhus University in Denmark, on a campus visit and tour of the DMZ Sandbox to discuss research collaboration and entrepreneurial innovation.

September 18, 2017: The opportunity to meet and talk with diverse and exceptional Ryerson students at the president's annual Circle of Scholars reception is always an inspiring occasion.

September 19, 2017: I was proud to attend an event introducing the partnership between DMZ-based Rumie and the Nipissing First Nation that offers culturally relevant educational resources in remote areas and communities with intermittent or no internet access through the Rumie tablet.

September 19, 2017: Ryerson hosted a dinner meeting with Praveer Sinha, CEO and managing director at Tata Power Delhi Distribution Limited, to discuss shared research interests and opportunities for collaboration. Minister Couteau attended as the representative of the provincial government.

September 20, 2017: Ryerson met with representatives of RBC to discuss public-private partnership and education initiatives in technology transfer and information security.

September 20, 2017: I met with Rob Prichard, Chair of the Board of Metrolinx and president emeritus of University of Toronto to discuss priorities for postsecondary development.

September 20/25, 2017: AVP Jennifer Grass and I met with The Hon. Charles Sousa, Minister of Finance; and with Attorney General of Ontario Yasir Naqvi – to share ideas about partnership and innovation.

September 21, 2017: It was very interesting and enjoyable to host Ryerson alumni premiering their films at TIFF 2017, and to hear their wonderful comments about the role of the university in their success.

September 22, 2017: Canada Foundation for Innovation colleagues – Roseann O'Reilly Runte, president and CEO, and Pierre Normand, vice-president external relations and communications, were on campus for a discussion about research and the role of creative innovation in national progress.

September 29, 2017: In Ottawa to attend Universities Canada international committee meeting; after which, a small delegation met with Senator Peter Harder. I was also able to meet a representative from the Ministry of Veterans Affairs, accompanied by O'neil Edwards, program director of Spanning the Gaps, and Chris Munro, veterans transition to education coordinator.

October 2, 2017: On the day I was in New York City to attend the opening of the DMZ location in NYC, it was a special pleasure to have dinner with Ryerson alumni and enjoy the spirit of connection.

October 5, 2017: It was an honour to attend the Hispanic/Latino student awards, inaugurated in 2016 with funding from the community dedicated to increasing access to quality postsecondary education.

October 5, 2017: Attended the reception for the "Night for Rights" gala dinner held at the MAC by Journalists for Human Rights focused on human rights based reporting and fundraising for JHR programs around the world.

RYERSON ACHIEVEMENT REPORT

A sampling of appearances in the media by members of the Ryerson community for the November 2017 meeting of the Ryerson Senate. Featuring media coverage in September and October 2017.

Student engagement

NOW Magazine spoke to **Charles Falzon**, Dean, FCAD, about taking an international view to developing student talent.

Metro Toronto reported that student representatives from UofT, Ryerson, OCAD and George Brown have launched a campaign for the introduction of a universal pass.

The National Post and CBC News reported on Ryerson's Thriving in Action program, quoting **Diana Brecher**, Ryerson's Scholar in Residence.

The Globe and Mail quoted **Katrina Persad**, off-campus housing facilitator, in an article on ways students and young professionals can navigate Toronto's rental market.

NOW Magazine featured Ryerson's "Supercourse" led by **Hossein Rahnama and Richard Lachman** in an article titled "How Ryerson is using design thinking to build better students".

Ian Crookshank, Ryerson's director of housing and residence life, and **Camryn Harlick**, vice-president of equity for Ryerson Students' Union were featured in various pieces on Ryerson's all gender housing option including the Toronto Star, NOW magazine, Metro News, and CBC News.

In an article on Millennial women who credit their mentors for their success, Forbes quoted Ryerson alumna **Rebecca Leung Comsa**, who credited mentors **Donald Tham & Frankie Stewart** and the Women in Engineering program.

CBC News, Citytv and Metro News reported that student group Our Turn rated Ryerson best in the country in policies dealing with sexual assault cases.

CBC Toronto featured Ryerson Rams basketball player **Tanor Ngom**. A Globe and Mail article on the new recruit from Senegal quoted Rams coach **Roy Rana**.

The Globe and Mail featured Business students **Blawal Aleem and Noah Parker**, who moonlight as startup entrepreneurs, in an article that quoted **Richard Lachman**, director of zone learning.

Canadian Architect reported that Ryerson hosted, in partnership with Moses Structural Engineers, TimberFever, an intense student design and construction competition.

Professional Builder reported that the winner in the Race to Zero competition was the Future Cities Collective made up of Ryerson students and faculty.

Fashion Magazine reported on a new fund to support emerging fashion design talent at Ryerson as part of the magazine's 40th anniversary celebrations. Women's Wear Daily reported that a Benjamin Shine portrait valued at \$30,000 was auctioned at Fashion Magazine's birthday bash to benefit Ryerson Fashion design students.

SRC excellence

CBC News and TechVibes reported on the new EDI in STEM report released by Ryerson's Faculty of Science, quoting Dean **Imogen Coe**, and departmental assistant **Ana Sofia Barrows**.

Michael Benarroch, Provost and Vice-President Academic, spoke to CBC Radio Winnipeg about the proposed health premium in Manitoba. He spoke to CBC News about health-care premiums as a "spoonful of sugar" to ease the pain of taxes.

Anatoliy Gruzd, Ted Rogers School of Management, spoke to Reuters about Facebook launching an election integrity effort in Canada. The item was picked up by 25 news sites.

Blog TO and Citytv featured the report on Toronto housing and the rental market by the Ryerson City Building Institute. Coverage in the Toronto Star quoted research manager **Graham Haines**.

The Toronto Star reported on a joint investigation into Sarnia's "Chemical Valley", carried out by Global News, the National Observer, the Toronto Star, The Michener Awards Foundation, and Concordia and Ryerson Universities.

Murtaza Haider, Ted Rogers School of Management, spoke to CBC News and CBC Radio's Metro Morning about Metrolinx's big transit plan.

Distinguished Visiting Professors **Alok Mukherjee** and **Haroon Siddiqui** co-authored a piece for the Toronto Star on Sikhs as a major political force in Canada.

The Toronto Star reported on research on the future of journalism by **April Lindgren** and **John Miller**, quoting **Ivor Shapiro**, Journalism.

April Lindgren, Journalism, spoke to the Toronto Sun about newspapers being snubbed in the Liberal government's new cultural policy. The Canadian Press story was picked up by more than 40 news sites. The Ottawa Business Journal and National Post featured her research on new local media outlets emerging when community newspapers close.

Cherise Burda, executive director, Ryerson City Building Institute, was quoted in a Metro Toronto article on crowdfunding for a shuttle to the GO station.

The Hill Times quoted **Wendy Cukier**, Ted Rogers School of Management, on the topic of Canadian MPs' views of American gun laws in the wake of the mass shooting in Las Vegas.

Ann Cavoukian, Privacy by Design Centre of Excellence, spoke to the National Post in reaction to Ontario collecting student race data in an attempt to make schools more inclusive. She spoke to the Toronto Star about the discovery that Metrolinx shares Presto user data with the police.

Gabor Forgacs, Ted Rogers School of Management, spoke to Global about the impact of the Las Vegas massacre on hotel security measures.

IT World Canada quoted **Ron Babin**, Ted Rogers School of Management, in a piece on the CIO joining the executive ranks as innovation leader.

Mark Bulgutch, Journalism, published a piece in the Toronto Star about Canadians' interest and stake in American politics.

Irene Berkowitz, FCAD Forum Fellow, spoke to CBC News about Netflix and its commitment regarding Canadian content.

CTV News, Citytv Edmonton and Vice magazine featured research on the use of virtual reality to treat hoarding behaviors by Clinical Psychology PhD student **Hanna McCabe-Bennett**.

The National Post quoted **Myer Siemiatycki**, Politics and Public Administration, on the topic of social conservative issues being off-limits at the Ontario PC convention. The piece ran in more than two dozen print and online media outlets.

Marie Bountrogianni, dean of the Chang School of Continuing Education, was quoted in a Wall Street Journal article on lessons in entrepreneurship.

Pam Palmater, chair of Indigenous Governance, published a piece in The Lawyer's Daily on the topic of NAFTA. She was quoted in the Washington Free Beacon about indigenous rights. She was also featured among 25 "Movers and Shakers" in the Financial Post's "Power List". She spoke to Reuters about PM Trudeau's speech at the United Nations on Canada's treatment of indigenous people, an item that was picked by more than 15 news sites.

The Globe and Mail quoted **Sean Mullin**, Brookfield Institute for Innovation + Entrepreneurship, in an article on automation.

CBC Radio spoke with **Creig Lamb**, Brookfield Institute for Innovation + Innovation, about the impact of automation.

Sarah Doyle, Brookfield Institute for Innovation + Entrepreneurship, spoke to TVO's The Agenda with Steve Paikin about attracting Amazon to the province.

Eric Kam, Faculty of Arts, spoke to the Ottawa Business Journal about rising interest rates and high debt loads.

The Toronto Star quoted **Laurel Walzak**, RTA School of Media, in an article on women's struggles in sports reporting. The Canadian Press story was also picked up by more than 35 print and online sites.

Frederic Dimanche, director, Hospitality and Tourism Management, spoke to Radio Canada about World Tourism Day. He was quoted in the Toronto Star in reaction to Canadian tourists being stranded in the Caribbean following hurricanes and appeared on CityTV Toronto discussing how tourism helping the recovery of Caribbean islands from natural disasters.

The Financial Post quoted **Abdullah Snobar**, DMZ, in an article about the Canadian tech industry seeing an increase from U.S.-based job applicants.

Abdullah Snobar, DMZ, spoke to the Toronto Star about GTA municipalities teaming up to bid for the new Amazon headquarters. **Steven Murphy**, Dean, TRSM, contributed a piece to the HuffPost Canada about Toronto's bid.

Maurice Mazerolle, Ted Rogers School of Management, spoke to the National Post about the concept of full employment and its meaning for wages. The item was picked up by 20 news sites.

CBC News quoted **Seung Hwan Lee**, Ted Rogers School of Retail Management, about Toronto's bid for Amazon's new headquarters focusing on the wealth of tech talent in the city.

Robert Hudyma, Ted Rogers School of Information Technology Management, spoke to the National Post about the Equifax data hack. The article appeared in several other news outlets.

Patrice Dutil, Politics and Public Administration, spoke to the National Post about the actual laws that prevent dogs from governing humans. The item was picked up by seven other newspapers.

Ramona Pringle, RTA School of Media, spoke to CBC Radio about social media as a critical tool for providing help during natural disasters. She spoke to the CBC News Network about the fallibility of algorithms.

Jeremy Shtern, School of Creative Industries, spoke to CBC Radio about Canada's new cultural policy. **Irene S. Berkowitz**, TRSM, addressed the topic on CBC Radio Ottawa and CTV News Ottawa.

Asher Alkoby, TRSM, was quoted in a Law Times article about entity regulation to boost diversity.

Global News reported on a national investigation by Global News, the Toronto Star, National Observer and journalism schools at Regina, Concordia, Ryerson, and UBC that uncovered failures by industry and government to respond to the serious threat of deadly gas from oil wells.

Innovation

Dean **Charles Falzon** was a featured commenter on Minister Joly's Creative Canada, including a new partnership between Facebook and Ryerson's Digital Media Zone to establish a digital news incubator in more than 100 news outlets, including Citytv Toronto, CBC News Network, CTV News, Global News, PrimeTime Politics, CBC Radio, the Government of Canada, National Post, and Toronto Star.

Strategy reported on Ryerson's "Not an Old Boy" MBA campaign. TRSM Dean **Steven Murphy** spoke to Digital Journal about the campaign.

HuffPost Canada reported on a partnership between Ryerson and the Toronto District School Board in an article on virtual classrooms and engaging kids with autism. The article quoted **Deborah Fels**, director of the Inclusive Media and Design Centre at Ryerson and lead researcher for the TDSB WebMoti project.

Precedent featured the Law Practice Program at Ryerson.

Canadian Lawyer Magazine reported that Ryerson aims to launch a new law school by September 2019 if it receives approval from the Federation of Law Societies of Canada and the Ontario government.

Toronto Life featured hitchBOT created by **Frauke Zeller**, School of Professional Communication.

In an article on Audible launching a dedicated Canadian audiobook marketplace, Mobile Syrup reported that Audible is working with Ryerson on launching courses to educate students on the science of audiobook production.

Apparel Magazine spoke with **Robert Ott**, Chair, School of Fashion, about three new startups at the Joe Fresh Innovation Centre.

TVO reported on the Citytrees app developed by Ryerson's Urban Forest Research and Ecological Disturbance group, quoting co-founder **Andrew Millward**.

DesignBoom Magazine featured the Zero House, a collaboration between Ryerson and the Endeavour Centre in which students and faculty create a model building that meets the highest goals in sustainable building.

Community engagement and city-building

The Toronto Star reported on a keynote address by President **Mohamed Lachemi** at a mentorship program pairing Muslim students with Muslim professionals.

ArchDaily featured the **Toronto Parklet 2017** designed and developed by **Architectural Science students**.

University Affairs featured the Ryerson City Building Institute in an article on universities helping to shape city development, quoting executive director **Cherise Burda**.

The New York Times reported on The Faraway Nearby exhibit at the Ryerson Image Centre, quoting gallery director **Paul Roth**. Similar coverage appeared in CTV News, Toronto Life, the Toronto Star, Globe and Mail, Toronto.com, and Inside Toronto. A Canadian Art article quoted curator **Denise Birkhofer**. Art Daily spoke with curators **Denise Birkhofer and Gerald McMaster**.

Newstalk 610 (St. Catharines) reported on Brampton city council's endorsement of the \$150M new university plan led by Ryerson.

In an article on Toronto's best built environments, Construction Canada reported that the Ryerson University Student Learning Centre creates a strong urban gateway to the school's campus.

Urban Toronto reported that Ryerson continues to expand its downtown Toronto presence with new educational facilities as the Daphne Cockwell Health Sciences Complex grows.

Inside Toronto featured street nurse **Cathy Crowe**, distinguished visiting practitioner, Faculty of Arts, and her work for Toronto's homeless.

The Lawyer's Daily reported that the Faculty of Arts awarded Supreme Court Justice Iacobucci an honorary degree at Fall Convocation.

The Lawyer's Daily reported that the Ontario Ministry of the Attorney General and the Legal Innovation Zone at Ryerson are sponsoring the Ontario AI Legal Challenge.

Benefits Canada reported that the Ted Rogers School of Management's National Institute of Ageing has appointed **Bonnie-Jeanne MacDonald** as its inaugural senior research fellow.

University Affairs reported on the appointment of **Brian Cooper** as the executive-in-residence at Ryerson's Ted Rogers School of Management.

Inside Toronto reported on the TRSM's partnership with the Church of the Holy Trinity to serve a free hot lunch for Thanksgiving.

Toronto Star coverage of a new report from Ryerson's Diversity Institute on the need for diversity on corporate boards included an article and an editorial, both quoting Institute founder **Wendy Cukier**.

Prepared by Public Affairs

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2017-2; November 2017

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

- TRSM – Change Professional Communication CMN 279 Requirements
- URBAN AND REGIONAL PLANNING – Remove PLG 700 Contemporary Urban Issues
- MIDWIFERY EDUCATION PROGRAM – Change the Admissions Requirements
- COMPUTER SCIENCE – Proposal for a Minor in Computer Science
- INTERIOR DESIGN – Curriculum Revisions
- CREATIVE INDUSTRIES – Proposal for a Minor in Communication Design

A. TRSM PROPOSAL TO CHANGE PROFESSIONAL COMMUNICATION CMN 279 REQUIREMENTS

1. Introduction

The Ted Rogers School of Management (TRSM) proposes to adopt *CMN279: Introduction to Professional Communication*, as the required professional communication course for all TRSM undergraduate students, effective Fall 2018. Current practice requires every student to take a professional communication course in either their first or second year of study. The course, however, varies by program in terms of its course code and calendar description. We propose that all students take the same introductory professional communication course in order to achieve greater consistency in learning outcomes, as well as provide students with more flexibility to transfer programs within TRSM. An additional benefit is a reduction in the amount of administrative paperwork associated with course substitutions.

The proposed change is part of a larger strategy of the TRSM Undergraduate Curriculum Committee (UCC) to address our core learning outcomes by examining the ways in which we can improve students' communication skills. We believe that this change will benefit all stakeholders, and most importantly, establish a unified and consistent approach to the teaching and assessment of communication that is essential for the success of our future graduates.

2. Rationale for Change of Professional Communication Requirements

All TRSM students are required to take a professional communication course in the first or second year of their program (see Table 1). Currently, students in our Business Management and Accounting and Finance programs take CMN 279, while students in our other schools take an alternate course. Specifically, these courses are CMN 124 (Business Technology Management), CMN 201 (Retail Management) and CMN 207 (Hospitality and Tourism Management). Historically, each of these courses has contained nearly identical content, except for assignment instructions, which provide some variance to account for industry context.

The School of Professional Communication has recently updated CMN279 by incorporating technology-enabled learning tools such as an online business simulation and digital learning modules, while the other three courses have remained largely unchanged from their traditional lecture format. Students report enjoying the interactive and flexible delivery approach of CMN279, which is available in both hybrid (classroom + virtual) and fully online versions. We recognize the significant value of these curricular innovations and want to ensure that all TRSM students have the opportunity to engage in these kinds of meaningful learning experiences. Moreover, CMN 279 establishes a solid foundation for communication skills that can be built upon through the upper years of our programs.

In addition, we plan to develop a common rubric for the assessment of short written assignments that is introduced in CMN 279 and applied in other courses across TRSM. Continued collaboration with the School of Professional Communication will help us achieve a more consistent approach to the assessment of our communication learning outcomes, which resonates with the UUDLEs framework that drives periodic program review at Ryerson.

Finally, from an administrative perspective, adoption of CMN 279 across all of our undergraduate programs provides more flexibility for students wishing to change programs within TRSM and reduces paperwork associated with course substitution forms, thus making the process of transferring programs more efficient.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the TRSM Proposal to Change the Professional Communication CMN279 Requirements*

B. URBAN AND REGIONAL PLANNING – REMOVAL OF PLG 700 CONTEMPORARY URBAN ISSUES

The School of Urban and Regional Planning proposes to remove PLG 700 *Contemporary Urban Issues* from the curriculum and allow undergraduate urban planning students (Full-time, four-year Undergraduate program; Full-time, two-year Post-Baccalaureate program; Full-time, two-year Degree Completion program) to take a Table 1 Professional Elective in its place starting in Fall 2018.

PLG 700 was developed to teach students to write a proposal for a senior research project. Students could then elect to work on this research in PLG 805 Senior Research Project (for full-time, two-year Degree Completion program students) or PLE 806 Senior Research Project (for all other undergraduates). Over the years, however, we found that very few students ($6 \leq$) took PLG 805 or elected to take the PLE 806.

PLG 700 was modified in 2013 to allow students to prepare both a senior research project proposal AND to design and respond to an RFP (request for proposals). This improved the course slightly, but our students were already gaining the RFP experience in their studio courses.

We then formally changed PLG 700 in 2015 (with approval from faculty and student councils) to a current issues course that all 4th year students would have to take, while the senior research proposal material was incorporated into PLG 600 (Planning Research Design). The new course calendar description for PLG 700 changed as follows:

Contemporary Urban Issues: This *capstone* course in the urban and regional planning research stream will cover a series of contemporary and timely urban issues in planning practice and research. The course theme and its attendant content will change on an annual basis to focus on current and emerging planning issues which are relevant to an urban planning agenda for city building. The material content of this course will offer students an opportunity to explore in-depth a selection of urban planning challenges and opportunities in both the city and the region.

The focus of PLG 700 was on Planning for Complete Communities in 2015, Human Rights Planning in 2016, and will be Green Infrastructure in 2017.

In 2016, faculty and School Council approved the removal of PLG 700 from the curriculum and allowing students to take an additional professional Table 2 elective. This change needed to be assessed by the Academic Standards Committee because PLG 700 was described as a “capstone” course. (According to Ryerson’s Policy 127, deletion of a capstone course is a major modification that requires ASC’s assessment and Senate approval.) The reality is that we used the term “capstone” in error because our senior client-based studio classes (PLG 620 and PLG 720) already provide a senior capstone experience.

We have gone through the Professional Accreditation and the PPR process noting that the School has approved this change. Faculty and students have emphasized again and again the need to remove PLG 700 as a required core course and replace it with an elective, as approved by Faculty and School Council in 2016.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Urban and Regional Planning proposal to remove PLG 700 Contemporary Urban Issues*

C. MIDWIFERY EDUCATION PROGRAM PROPOSAL FOR CHANGES TO THE ADMISSIONS REQUIREMENTS

The Ryerson Midwifery Education Program (MEP) is proposing the following two changes to the admissions policy:

- 1) Change from requirement for **either** Grade 12 biology **or** Grade 12 chemistry to a requirement for **both** Grade 12 biology **and** Grade 12 chemistry.
- 2) Change from a minimum overall average of **70%** as well as a minimum **70%** in required courses to a minimum overall average of **75%** as well as a minimum **75%** in required courses.

1. Rationale

The changes being proposed will bring the program in line with other Midwifery Education Programs in Canada in terms of entrance requirements. They will also help to ensure that those who are accepted are well-positioned to succeed in the MEP at Ryerson and clearly communicate to potential applicants the level of academic skill needed to succeed in the MEP. In Ontario, the MEP is offered by a consortium of three universities: Laurentian University, McMaster University and Ryerson University.

The admissions requirements for Midwifery Education Programs across Canada ranges from Grade 12 English, Grade 12 Biology or Chemistry and one other required course with an average of 70% (Ryerson and Laurentian Universities) to at least two post-secondary courses (Biology and English) with a recommendation for at least 24 post-secondary credits (University of British Columbia). Currently Ryerson and Laurentian are the two midwifery education programs with the lowest admissions requirements in Canada.

Given the ongoing competitiveness of our program, and our desire to admit the strongest students, Ryerson is looking to strengthen our admissions requirements from ones that sit at the minimal level in comparison to other Midwifery Education Programs across the country, to ones that better reflect the rigour and demands of our program. The changes we are proposing would put our admissions requirements in line with the McMaster University MEP, which requires a minimum grade of 75%, and both grade 12 Biology and grade 12 Chemistry in addition to Grade 12 English. We feel that raising the admissions requirement to 75% will also help send a clear message to applicants about the level of academic skill needed to enter and succeed in our program.

We have noted over the years that students who struggle in the early years of our program tend to be particularly challenged by the pre-clinical science courses. We believe that a requirement that applicants have both Grade 12 Biology and Grade 12 Chemistry will ensure that those who are admitted are more likely to be well-positioned to succeed in the program.

We feel that the changes being proposed will not significantly alter the openness of the program, but will ensure that those who are eligible to apply are likely to be strong enough academically to succeed in our challenging program. The MEP has a three stage admissions process including: (1) eligibility criteria, (2) submission of a personal statement, and (3) interviews of the strongest candidates from the personal statement ranking.

We have no concern that the changes being proposed will impact our ability to fill our 30 FTE spots in future years. The MEP at Ryerson is a highly competitive, limited enrollment program. In most years, we are able to admit roughly 15% of eligible applicants to the program. In 2018 we anticipate that the number

of applicants to the program will more than double as applicants will be able to apply to more than one of the three Ontario Midwifery schools for the first time. Up until this year applicants were able to apply to only one of the three Ontario MEPs. Our combined number of applications has been on the rise and is approaching 900. All applicants offered admission in the past six years had some university experience. We made offers to applicants across the spectrum in recent years with a trend toward offers being made to more people with a history of high academic performance.

2. Implementation Timing

The Ryerson Midwifery Education Program is planning to implement these changes for the 2019 admissions cycle pending Senate approval. This will allow applicants who wish to do so time to upgrade, if necessary, to meet the new requirements.

3. Proposed Admissions Criteria

O.S.S.D. with six Grade 12 U/M courses including Grade 12 U courses in English, Biology (SBI4U), Chemistry (SCH4U), and one Grade 12 U or M course in Canadian World Studies or the Social Sciences and the Humanities

Notes:

1. ENG4U/EAE4U is the preferred English.
2. The overall average required for consideration is 75 percent or higher in six Grade 12 U/M courses
3. A grade of 75 percent or higher is required in each of the subject prerequisites.
4. Mature students as defined by the University are required to have the four specific Grade 12 U/M courses listed above and grades of 75 percent or higher in each of the four subject areas (or equivalent).
5. Applicants with prior or current university studies must have high school Grade 12 U/M or equivalent university courses in the four required subject areas noted above with a grade of 75 percent or higher in each course. The applicant's overall average from all university work, including the three required courses, must be 75 percent or higher.
6. Applicants with public Ontario College studies (or equivalent) must have courses that are equivalent to the four required Grade 12 U/M courses. A grade of 75 percent or higher must be obtained in each of these required courses, and an average of 75 percent or higher from at least two years of college study must be achieved.
7. All applicants are required to submit the OUAC application form, academic transcripts, Midwifery Cover Sheet, Midwifery Supplementary Application form, and the Midwifery Education Program (MEP) written submission by February 1st of the year they are applying for. Visit the Midwifery program website for full details.
8. Subject to competition, the strongest candidates will be invited to the interview stage of the admissions process.
9. Admission guidelines are subject to change. Please consult the admission guidelines outlined in the Midwifery application package available on the Midwifery program website.
10. The Midwifery program is a competitive limited enrolment program. High school graduates are encouraged to gain further college or university experience prior to applying to the Midwifery program.
11. Subject to competition, candidates may be required to present averages/grades above the minimum.

4. ASC Evaluation

The Academic Standards Committee recommends that the Midwifery program include in their PPR self study (in-process) an impact study of the approved changes to the admissions criteria. The self study should also include a concrete rationale for either retaining the ability for 101s (Ontario high school students) to apply to the program and, if so, to include a realistic expectation statement for students' chances to be admitted, which could be published with the admissions criteria; **or**, a rationale for removing the ability for 101s to apply to the program directly from high school.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Midwifery Education Program proposal for changes to the admissions requirements*

D. COMPUTER SCIENCE - PROPOSAL FOR A MINOR IN COMPUTER SCIENCE

The Department of Computer Science proposes a Minor in Computer Science, to be implemented in the 2018-2019 Undergraduate Calendar. The Minor will allow students from a variety of programs to become competent in software development and the language of computation while following one of many streams of interest.

1. Overview

The Minor consists of two required courses and four electives. The required courses are: CPS109 (Computer Science I) and CPS209 (Computer Science II), which introduce students to methods for solving problems by abstraction, modeling, algorithms and programming (including object-oriented approaches).

The electives are chosen from almost any of the courses available to regular computer science students. Several possible six-course sequences are outlined, which focus on areas of computer science that a student could follow when taking the Minor in Computer Science. While one path could have been to create distinct Minors with specialized courses for various groups of programs, this proposal is much less prescriptive and much more flexible, while providing for a very efficient delivery. We do not predetermine a particular subgroup of courses, but rather allow students taking this Minor to select from the whole range of courses available to our students. Coherence is maintained by the prerequisite structure of the courses. The relatively simple prerequisite structure allows students to choose from many possible focused streams.

Several programs in the Faculty of Science are already compatible with this Minor, while any other program that allows students to choose six courses from the Open Electives table will also be compatible (meaning that students in the program can take the Minor without additional courses beyond degree requirements).

2. Objectives of the Minor in Computer Science

- To provide students from other programs the opportunity to gain some functional knowledge of software development, along with the designation “Minor in Computer Science” on their transcript.
- To create a body of non-computer-scientists who have an understanding of the fundamentals of computer science and the ability to relate computer science to their primary field of study.
- To create an opportunity for computer science students to interact with students from other disciplines in a technical context.
- To enhance the professional and career-related education of our students.
- To encourage students in any discipline to study some computer science.
- To provide faculty with increased opportunity to interact with students with a diverse perspective.

3. Curriculum

To receive the Minor in Computer Science, students must complete **six (6) courses** as follows:

Required courses (2):

CPS 109 Computer Science I
CPS 209 Computer Science II

Plus four (4) of the following:

CPS 213 - Computer Organization I	CPS 706 - Computer Networks I
CPS 305 - Data Structures and Algorithms	CPS 707 - Software Verification and Validation
CPS 310 - Computer Organization II	CPS 710 - Compilers and Interpreters
CPS 393 - Introduction to C and UNIX	CPS 713 - Applied Cryptography
CPS 406 - Introduction to Software Engineering :	CPS 714 - Software Project Management
CPS 420 - Discrete Structures	CPS 716 - Computer Networks II
CPS 501 - Bioinformatics (or BME501)	CPS 721 - Artificial Intelligence I
CPS 506 - Comparative Programming Languages	CPS 730 - Web Technology and Performance Measurement
CPS 510 - Database Systems I	CPS 731 - Software Engineering I
CPS 511 - Computer Graphics	CPS 750 - Telecomm Networks
CPS 530 - Web Systems Development	CPS 752 - Parallel Computer Systems
CPS 590 - Operating Systems I	CPS 801 - Operating Systems II
CPS 606 - Advanced Computer Organization	CPS 811 - Distributed Systems and Networks
CPS 607 - Autonomous Mobile Robotics	CPS 813 - Human Robot Interaction
CPS 610 - Database Systems II	CPS 815 - Topics in Algorithms
CPS 613 - Human-Computer Interaction	CPS 822 - Artificial Intelligence II
CPS 615 - Theory of Computation	CPS 832 - Mainframe Systems
CPS 616 - Algorithms	CPS 842 - Information Retrieval and Web Search
CPS 621 - Introduction to Multimedia Systems	CPS 843 - Introduction to Computer Vision 820
CPS 630 - Web Applications	CPS 844 - Data Mining
CPS 633 - Computer Security	CPS 845 - Extreme Programming and Agile Processes
	CPS 847 - Software Tools for Startups
	CPS 853 - Creating Big Data Systems

Note: This list contains all the courses in the Computer Science Program, except CPS 40A/B *Thesis*, CPS311 *Object Oriented Programming and Design*, CPS 412 *Social Issues, Ethics and Professionalism*, CPS603 *Foundations of Semantic Technologies*, CPS 840 *Selected Topics in Computer Science*, and CPS 841 *Advanced Topics in Computer Science*. The reasons for these omissions are:

- CPS 40A/A: designed for fourth year Computer Science students
- CPS 311, CPS 603: being phased out
- CPS412: designed for students heading for a profession in computer science.
- CPS840, CPS841: advanced topics where prerequisites are not specified in advance

When choosing courses from the list of electives, students must observe the prerequisite structures.

The elective list excludes Computer Science courses that were designed explicitly for students in other programs such as CPS101, CPS118, CPS125, and CPS650. These courses are less advanced than the introductory programming course CPS109 that is required in the Minor and required of Computer Science students. These courses cannot serve as alternatives for CPS109 in the proposed Minor, since they do not provide enough foundational knowledge for subsequent courses in the Minor.

4. Possible Streams

Examples of possible streams, after completion of CPS109 and CPS209, are as follows (prerequisites are shown in parentheses):

Hardware and Software	Computer Organization	Software Engineering
CPS213 (none)	CPS213 (none)	CPS406 (CPS209)
CPS310 (CPS213)	CPS310 (CPS213)	CPS613 (CPS209) or CPS847 (CPS209)
CPS305 (CPS209)	CPS606 (CPS310)	CPS714 (CPS406) or CPS845(CPS406)
CPS406 (CPS209)	CPS607 (CPS310)	CPS731 (CPS406) or CPS853 (CPS406)

Database Systems	Data Mining	Robotics
CPS393 (CPS109)	CPS305 (CPS209)	CPS213 (none)
CPS305 (CPS209)	CPS510 (CPS305)	CPS310 (CPS213)
CPS510 (CPS305)	CPS842 (CPS305, CPS209)	CPS607 (CPS310)
CPS610 (CPS510)	CPS844 (CPS305)	CPS813 (CPS607)

Operating Systems	Web Development	Languages
CPS393 (CPS109)	CPS393 (CPS109)	CPS393 (CPS109)
CPS305 (CPS209)	CPS530 (CPS209)	CPS305 (CPS209)
CPS590 (CPS305, CPS393)	CPS621 (CPS109, CPS393)	CPS506 (CPS209)
CPS801 (CPS305, CPS590)	CPS630 (CPS530) or CPS730 (CPS393)	CPS510 (CPS305)

Artificial Intelligence	Algorithms	Cryptography
CPS393 (CPS109)	CPS305 (CPS209)	CPS305 (CPS209)
CPS305 (CPS209)	CPS420 (MTH110)	CPS420 (MTH110)
CPS420 (MTH110)	CPS616 (CPS305, CPS420)	CPS615 (CPS305, CPS420)
CPS721 (CPS305, CPS420)	CPS815 (CPS616)	CPS713 (CPS209)

These streams are just a few examples among many possible areas of focus. Some of the examples (Artificial Intelligence, Algorithms, Cryptography) require a prerequisite course (MTH110) outside of the Minor. A student could alternatively select courses of interest from several of these streams, creating a 'generalist' stream. We plan to change the prerequisite of CPS393, currently CPS109, to CPS209 for the 2018-2019 calendar, but this change will not affect the sequences in these streams. Students are not required to complete a particular stream to earn the Minor, and in any case the stream name will not appear on students' transcripts.

5. Statement of Consistency with Minors Policy

This Minor offers a coherent yet flexible program of study which is consistent with the Minors Policy. Although Minors are available to all Ryerson students, we expect that this Minor in Computer Science will initially be of interest to non-Computer-Science students in the Faculty of Science. All of the courses that make up the Minor are available as Open Electives. As more programs adopt Open Electives, the Minor will automatically become widely accessible. Programs that have insufficient Open Elective slots for students to attain the Minor may add selected computer science courses to their Professionally Related (PR) tables.

6. Description of Constraints

- Students in the Computer Science program cannot participate in this Minor.
- Students in Mathematics and Its Applications (Computer Science Option) cannot participate in this Minor, since their degree requires ten computer science courses: CPS109, CPS209, CPS393 and CPS305 with a selection of 6 additional Computer Science courses in Professionally Related Table.

7. Delivery Plan

No delivery plan is necessary for the Minor, since we will increase the number of sections per course as necessary.

8. Resource Plan

Since all of the courses in this Minor are courses normally offered to students in the Computer Science program, no additional teaching resources should be required, with only incremental increases in class sizes.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Proposal for a Minor in Computer Science*

E. SCHOOL OF INTERIOR DESIGN – CURRICULUM REVISIONS

The School of Interior Design curriculum was recently (April 2017) re-accredited for a term of six years, which makes this a timely opportunity to take stock of the curriculum and implement any changes.

Several items were considered that were factored into the revised curriculum proposal.

1. Students are overloaded in first and second years with higher course hours.
2. Over the years, continuity between courses has diminished due to piecemeal course changes; therefore, the current curriculum lacks a logical sequence.
3. The proposed curriculum will remove repetition of course content (found currently in the IRH History stream) and allow for all courses to support the Interior Design studio courses (IRN courses).
4. The proposed curriculum changes will allow extra time to deliver more content. Some may be condensed to provide greater opportunity for collaboration within the studio (IRN – Interior Design courses).
5. The addition and rebalancing of studio hours will increase the output of student work and allow for a more rigorous and in-depth design process.
6. The proposed curriculum capitalizes on the studio based model that scaffolds courses while increasing in scale and complexity student learning experiences.
7. The proposal to move to a nine hour studio in third and fourth year aligns the program with the model that is typical within Ryerson (Architectural Science) and many North American interior design schools (University of Texas – Austin).

Current Curriculum as of 2017 - 2018

FIRST YEAR					
	Fall Semester (1st)	Hours		Winter Semester (2nd)	Hours
IRC 113	Communications I	3	IRC 112	Communications II	3
IRD 100	Design Dynamics I	9	IRD 200	Design Dynamics II	3
IRH 110	Intro. to Art History	3	IRH 115	Intro. To Contemporary Design	3
IRN 100	Interior Design I	3	IRN 200	Interior Design II	9
1 – Lower Level Liberal Table A course			IRT 101	Design Technology I	3
		3	1 – Lower Level Liberal Table A course		3
SECOND YEAR					
	Fall Semester (3rd)			Winter Semester (4th)	
IRC 312	Communications III	3	IRD 400	Design Dynamics IV	3
IRD 300	Design Dynamics III	3	IRH 101	History of Design I	3
IRN 300	Interior Design III	3	IRN 400	Interior Design IV	9
IRT 201	Design Technology II	6	1 Professionally-Related Table II		3
1 Lower Level Liberal Table A		3			
THIRD YEAR					
	Fall Semester (5th)			Winter Semester (6th)	
IRN 500	Interior Design V	6	IRC 412	Communications IV	3
IRP 601	Professional Study Prep.	3	IRH 201	History of Design II	3
IRT 301	Design Technology III	3	IRN 600	Interior Design VI	6
1 – Professional Table I course		3	PSY 217	Psychology and Design	3
1 – Upper Level Liberal Table B		3	1 – Professional Table I course		3
FOURTH YEAR					
	Fall Semester (7th)			Winter Semester (8th)	
IRH 401	Design Seminar I	3	IRN 800	Interior Design VIII	6
IRN 700	Interior Design VII	6	IRP 801	Professional Practice	3

IRT 401	Design Technology IV	3	IRT 501	Design Technology V	3
IRP 701	Professional Study Practicum	3	1 – Professional Table I		3
1 – Professionally-Related Table II		3	1 – Professionally-Related Table II		3
1 – Upper Level Liberal Studies Table B		3	1 – Upper Level Liberal Studies Table B		3

Proposed Curriculum as of 2018 - 2019

FIRST YEAR					
	Fall Semester (1st)	Hours		Winter Semester (2nd)	Hours
IRC 113	Communications I	3	IRC 112	Communications II	3
IRD 101	Design Dynamics I	3	IRD 200	Design Dynamics II	3
IRH 110	History of Art, Architecture and Material Culture I	3	IRH 115	History of Art, Architecture and Material Culture II	3
IRN 101	Interior Design Studio I	6	IRN 201	Interior Design Studio II	6
1 – Lower Level Liberal Table A course		3	IRT 101	Technology I	3
			1 – Lower Level Liberal Table A course		3
SECOND YEAR					
	Fall Semester (3rd)			Winter Semester (4th)	
IRC 312	Communications III	3	IRC 412	Communications IV	3
IRD 300	Design Dynamics III	3	IRD 400	Design Dynamics IV	3
IRH 101	History of Interior Design 1850 - Present	3	IRH 201	Evolution of Canadian Interiors	3
IRN 301	Interior Design Studio III	6	IRN 401	Interior Design Studio IV	6
IRT 201	Technology II	3	IRT 301	Technology III	3
1 Lower Level Liberal Table A		3	1 Professionally-Related Table II		3
THIRD YEAR					
	Fall Semester (5th)			Winter Semester (6th)	
IRN 501	Interior Design Studio V	9	IRH 401	Design Seminar I	3
IRP 801	Professional Practice	3	IRN 601	Interior Design Studio VI	9
IRT 401	Technology IV	3	IRT 501	Technology V	3
1 – Professional Table I course		3	PSY 217	Psychology and Design	3
1 – Upper Level Liberal Table B		3	1 – Professional Table I course 3		3
FOURTH YEAR					
	Fall Semester (7th)			Winter Semester (8th)	
IRN 701	Interior Design Studio VII	9	IRN 801	Interior Design Studio VIII	9
IRP 701	Professional Practicum	3	1 – Professional Table I		3
1 – Professionally-Related Table II		3	1 – Professionally-Related Table II		3
1 – Upper Level Liberal Studies Table B		3	1 – Upper Level Liberal Studies Table B		3

Notes on Curriculum Changes

1. Although one course (IRP 601) is being removed from the curriculum, the total number of hours over all four years remains the same. This is due to adding 3 hours to one of the IRN third/fourth year courses where IRP 601 is being removed. To deal with out-of-phase students, this course will be offered on a 'need' basis only and the School speculates that this will only be needed for one student in any academic year. We will offer this course as a directed study, using the IRP 601 course code, where the sole student will receive the old course content from a faculty member.

2. The decision to remove IRP 601 from the curriculum is to eliminate repetitive content and remove inefficiencies within the IRP stream. One-half of the current IRP 601 course content that dealt with visual communication was, and still will be offered in the revised IRC 412 course. The other half of the current IRP 601 content will be consolidated with the revised IRP 801 course.
3. The out-of-phase students who successfully complete the IRP 601 from the old curriculum will then register in the new IRP 801 in the fall semester of their fourth year. These students will receive the old IRP 801 curriculum through directed studies with the faculty member teaching the new IRP 801. This will ensure the student receives the entire IRP sequences that have been phased out.
4. The repositioning of the IRP 801 (Professional Practice) from 8th semester to 5th semester will also act as a preparation for the students' internship which normally occurs during the summer between third and fourth year.
5. Streams such as the IRH History courses and the IRT Design Technology courses are now sequential with no term 'gaps' in between.
6. There are no changes to the electives.

Phasing in-out of Curriculum

As the proposed changes to the curriculum are mainly repositioning and the learning outcomes are not affected by these proposed changes, the School believes that the students who will be entering their second year in the 2018 / 2019 academic year under the current curriculum could easily integrate into the second year of the new curriculum. Therefore, the School would introduce both the first and second year of the new curriculum in Fall 2018. The School would also have to offer additional sections of courses to allow the current third and fourth year students to integrate into the proposed new curriculum without experiencing any deficiencies in their courses.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Proposal for Curriculum Revisions in the School of Interior Design*

F. SCHOOL OF CREATIVE INDUSTRIES – PROPOSAL FOR A MINOR IN COMMUNICATION DESIGN

1. Introduction

The School of Creative Industries, in collaboration with other FCAD Schools, proposes to offer, starting Fall 2018, a new interdisciplinary Minor to be overseen by the specially created Design Curriculum Committee. Students will receive instruction in the theory and practice of creating effective messages using text, image, motion, sound and interactivity through media including web, print, video, and animation. Courses directly relevant to this area of practice are complemented by integration with broader theoretical and creative contexts.

The creation of this Minor will deepen interdisciplinary links and opportunities for collaboration among Schools and students across FCAD and in, at least, the Faculty of Arts and the Ted Rogers School of Management. Schools in all three of these faculties will contribute courses.

2. Rationale and Objectives

This proposed Minor explores the burgeoning discipline variously entitled “Communication Design,” “Media Design,” or, especially within some industry settings, “Design Communication(s).” It is the practice of creating effective messages using text, image, motion, sound and interactivity through media including web, print, video, animation, etc. The development of this discipline in recent years reflects a trend in communications industries away from traditional “graphic design” sensibilities and toward more interdisciplinary approaches to design thinking and practice.

While key topics and elements in this field are already taught across several FCAD schools and elsewhere, it is not yet an available specialization at Ryerson. Several North American universities and dozens of universities in Europe, the United States and Australasia offer a similar Minor.

Students who complete the Minor will achieve the following seven learning objectives:

1. Develop an understanding of the elements and principles of design;
2. Apply this understanding to the analysis, design and development of communications;
3. Understand the creative design process from concept to the realization of projects;
4. Become familiar with current and emerging design technologies;
5. Design effective messages for different audiences across various media platforms in professional and social contexts;
6. Enhance their understanding of historical and cultural contexts for designed communications; and
7. Apply basic understandings of communication design to specific professional and practice-based contexts.

Along with these direct benefits to students, the creation of the Minor will deepen interdisciplinary links and opportunities for collaboration among Schools and students across FCAD and beyond.

3. Curriculum

REQUIRED COURSES

The following THREE courses are required:

1. CMN 448 OR CMN 601* - Introduction to Visual Communication
2. GCM 130 - Design and Layout
3. CRI 300 - Digital Design Studio

**CMN 448 is currently available only to Professional Communication and Creative Industries students; CMN 601 is a Liberal Studies course. The other two required courses will be offered as Open Electives.*

ELECTIVE COURSES

Students select THREE electives, including at least one from Group A and Group B below.

Group A	Theory and History Contexts	Group B	Professional and Practice-based Contexts
FSN 503	Design, Text and Ideas	CMN 310	Communication with Colour
RTA 938	Digital Popular Cultures	CRI 520	Design Management
CRI 750	Emerging Technologies in Cyberspace	RTA 102	Creative Processes
FSN 203	History of Design	CRI 815	Creative Impact: Supercourse 1 **
IRL 100	Introduction to World Art I: Pictorial Art	MKT 535	Integrated Marketing Communication
NPF 562	Media and Communication	CMN 279	Introduction to Professional Communication
IRL 500 <u>or</u> IDF 250	Modern and Contemporary Art, Design	GCM 738	Photoshopped! The Art of Image Retouching
ENG 705	Studies in Visual Cultures	GCM 230	Typography
ENG 590	Studies in Word and Image	NNS 102	Understanding Multimedia Journalism
GCM 710	The Art of the Book	JRN 106	Visualizing Facts
NPF 558	Topics and Issues in Design	MPC 101	Visual Studies 1

SEM 102	Introduction to Visual Semiotics		
RMG 905	Design, Commerce and Culture		

** CRI 815 is in development but is a spin-off of / replacement of RTA 924

All of the courses except one are already in existence, although some are not offered as frequently as the host school would prefer. The Minor will expand enrollment for these courses, to everyone's benefit. CMN 310 Communication with Colour, a Group A elective, is a new course that is being separately proposed this year by the School of Professional Communication.

This combination of required and elective courses will ensure consistent and staged achievement of all seven of the Minor's objectives. The three required courses will provide all students with a robust common foundation in the study and practice of communication design. Required courses include practice-based lessons that use elements and principles of design to produce artefacts such as posters, advertising campaigns, websites/blogs, brand identities, etc. The three electives will allow students to complement their own individual disciplinary backgrounds and pursue individual interests including specific industry contexts and specific media elements such as motion, sound, images and text. Any chosen elective(s) in Group A will enhance their understanding of historical and cultural contexts for designed communications. Any chosen elective(s) in Group B will apply basic understandings to specific professional and practice-based contexts. Elective courses are from across FCAD, Arts and TRSM, allowing students in each faculty to enter the Minor with greater ease.

4. Consistency with Minor policy

The proposed Minor is fully consistent with Policy 148.

5. Disciplinary Constraints

To ensure that the Minor adds breadth to home programs, students may apply to the *Minor a maximum of two course credits that are also applied toward their major area of study*. This Minor is not available to students in the Schools of Fashion and Interior Design.

6. Delivery Plan

With a few exceptions, students in most FCAD programs and in many Faculty or Arts and TRSM programs will find this Minor to be of interest and consistent with their program requirements.

7. Resources

The only additional resources to be required will involve the opening up of additional course sections in some cases, as and when necessitated by enrollment demand. FCAD will ensure that FCAD schools are compensated for the additional cost in these cases. The Faculty of Arts and TRSM do not anticipate resources issues.

8. Course Accessibility

It is possible that some additional pressure on computer labs might result from student demand for the required courses of GCM 130 and CRI 300. If necessary, FCAD will ensure that additional lab space is made available in the fall and additional sections will be offered in the winter semester. No course accessibility issues are expected for other courses offered by FCAD, TRSM or the Faculty or Arts.

9. Governance Structure

The Minor will be housed and administered in the School of Creative Industries. While the School Council for Creative Industries has approved, and will be academically accountable for the Minor, the curriculum of the Minor has been created by, and will be overseen by, a specially created interdisciplinary Design Curriculum Committee.

10. ASC Evaluation

ASC recommends that the School of Creative Industries continue their efforts to add the courses in the Minor to the PR tables of programs in Faculties outside of FCAD. ASC anticipates the minor will be appealing to students in a diverse range of programs, and this will ensure the Minor is accessible to them.

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Proposal for a Communication Design Minor*

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

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

Katherine Penny, Director, Curriculum Quality Assurance

Anne Marie Singh, Faculty of Arts, Criminology

Anne-Marie Lee Loy, Faculty of Arts, English

James Nadler, Faculty of Communication & Design, Creative Industries

Wendy Freeman, Faculty of Communication & Design, Professional Communication

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

Annette Bailey, Faculty of Community Services, Nursing

Andy Gean Ye, Faculty of Engineering and Architectural Science, Electrical & Computer Engineering

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

Vadim Bostan, Faculty of Science, Chemistry & Biology

Jeffrey Fillingham, Faculty of Science, Chemistry & Biology

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

Donna Smith, Ted Rogers School of Management, Retail Management

Val Lem, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Amanda Grant, Student

Ashley Blumson, Student

**Report #F2017-2 of the Academic Governance and Policy Committee (AGPC):
M. Benarroch**

November 7, 2017

1. Academic Policy Review Committee (APRC) update: M. Moshé
2. Update on review of Ryerson's Freedom of Speech statement suggested at the June 5, 2017 Senate meeting
3. Update on review of the Senate Bylaws.
4. Notice that the FLD grade designation will be implemented for Fall 2017 as per Policy 46 ("the GPA policy"). See attached document.

Respectfully submitted,

M. Benarroch, Chair, Provost & Vice President Academic

On behalf of the Committee:

M. Moshé, Interim Vice Provost Academic

J. Austin, Interim Vice Provost Students

C. Hack, Registrar

J. Turtle, Secretary of Senate

T. Duever, Dean, Faculty of Engineering & Architectural Science

E. Kam, Faculty of Arts, Director, Learning & Teaching Committee

I. Baitz, Chair, Graphic Communications Management

A. McWilliams, Faculty, Science

K. Kumar, Faculty, Faculty of Engineering & Architectural Science

S. Dolgoy, Faculty, Faculty of Communication and Design

R. Hudyma, Faculty, Ted Rogers School of Management

A.M. Brinsmead, Chang School Program Director

E. Hysi, Yeates School of Graduate Studies Student Senator

T. Nowshin, Undergraduate Student Senator

**Registrar's Office Memo to the Academic Governance and Policy Committee (AGPC)
October 11, 2017**

**Notice of Intent to Implement FLD Grade Designation
per Policy 46 (*Undergraduate Grading, Promotion and Academic Standing*)**

Overview

Periodically, the Office of the Registrar (RO) audits systems and processes to ensure consistency and adherence in the application of policy. In a recent review, the RO has noted that Policy 46 stipulates that an FLD grade should be assigned when a student fails a Pass/Fail course. The definition for an FLD grade in Section 2.2.2 of Policy 46 is: "Failure to meet the minimum acceptable standards for a course graded on a pass/fail basis. Failures in such courses will not be included in calculating the grade point average, but will be counted as a failed course to determine academic standing for approved department/school standing variations and for graduation."

Current Status

Until now, only an F grade has been available to instructors in the grade roster for Pass/Fail courses. Normally, an F grade is considered unsatisfactory performance *and is* calculated in the grade point average. Fortunately, for many years the RO has been manually tracking F grades in Pass/Fail courses, so that they did not count toward students' GPAs, but using the FLD designation is clearer, and consistent with existing policy. Our intent, therefore, is to now move forward to implement the FLD grade per Policy 46.

Effective Date of Implementation

The RO plans to implement the FLD grade option effective F2017, rather than retroactively adjust all impacted course grades. The reason for this is that both the F and FLD grades represent failures, and there has been no impact on the accuracy of students' past or current CGPAs or academic standings, because the RO has been manually ensuring that F grades in Pass/Fail courses do not count toward GPA. Not adjusting past records will also ensure that transcripts that have already been issued remain consistent with any new transcripts requested for the same student.

Implementation Action Items

Set up of the FLD grade will be configured in the grading roster for all Pass/Fail courses and available to instructors effective for the F2017 grading period. In rolling out the FLD grade, the RO will inform community members in a timely manner, update grading memos, and update transcript inserts.

Report #F2017-1 of the Senate Priorities Committee (SPC): M. Lachemi

November 7, 2017

1. Notice from the Awards and Ceremonials Committee (AWCC) that Spring convocation ceremonies are moving to the Mattamy Athletic Centre (MAC)
2. Recommendation from the Awards and Ceremonials Committee (AWCC) to add an alumni representative to the AWCC membership

Motion: *That Senate approve the recommendation from the Awards and Ceremonials Committee (AWCC) to add an alumni representative to the AWCC membership*

3. Election of Senate representatives to the Chancellor search committee

3.1 Excerpt from email sent from the Secretary of Senate to Senators on October 24, 2017:

In advance of the November 7 Senate meeting in a couple of weeks, the Senate Priorities Committee (SPC) is drawing to your attention the need to form a search committee for a new Chancellor. Lawrence Bloomberg's term as Ryerson's Chancellor concludes on October 19, 2018, so the search process needs to begin soon. The Ryerson University Act describes the search committee as consisting of:

- (a) The President, who shall chair the Committee;*
- (b) Three members of the Board, appointed by the Board; and*
- (c) Three members of the Senate, appointed by the Senate.*

SPC is therefore inviting Senators from each of the three main groups (students and alumni, faculty, and ex officio members) to express their interest in joining the committee by writing to me by 5pm on Thursday, October 26.

The plan is to have one representative from each of the three groups. If more than one person from a group expresses interest, we will have an election at the November 7 Senate meeting. Nominations from the floor at the November 7 meeting will also be accepted. If there is just one nomination in any of the three groups, that individual will still need to be approved at the November 7 meeting.

3.2 The Secretary of Senate received the following expressions of interest from the three groups of Senators:

Student Senators

Daniel Lis, RSU Representative

Roya Rezaee, Graduate Student Representative

Faculty Senators

Andrews McWilliams, Chemistry and Biology

***Ex officio* Senators:**

Marie Bountrogianni

Therefore, there will be a vote at the November 7, 2017 Senate meeting to select a Student Senator representative. All members of Senate are eligible to vote.

The Faculty and *ex officio* representatives will need to be approved by Senate.

If other nominations are received from the floor of the Senate meeting, additional voting will be required.

Respectfully submitted,

M. Lachemi, Chair

On behalf of the Committee:

A. Ferworn, Vice Chair

M. Benarroch

P. Stenton

S. Murphy

N. Thomlinson

D. Mason

M. Moshé

A. McWilliams

K. Kumar

R. Rezaee

B. Baum

J. Turtle (non-voting)

CURRICULUM IMPLEMENTATION COMMITTEE
REPORT TO SENATE: 05 DECEMBER 2017
Undergraduate Curriculum Renewal
Proposed Policy on Ryerson's Undergraduate Curriculum Structure

1. Introduction

The Curriculum Implementation Committee (CIC) presents to Senate, for its consideration, Policy 2: Undergraduate Curriculum Structure. The proposed policy represents the culmination of the work of the CIC and is a significant milestone in Ryerson's Undergraduate Curriculum Renewal Initiative. This document explains the main features of Policy 2 and outlines a set of recommendations for Senate's consideration.

Given that the Undergraduate Curriculum Renewal Initiative has been underway for over half a decade, it is useful to step back and look at the various steps in the process that have led to this point.

2. History of Ryerson's Undergraduate Curriculum Renewal Initiative

The first review of Ryerson's current undergraduate tripartite curriculum was completed in 2005.¹ Although many recommendations were made for revisions to the curriculum structure, most were not implemented.

Discussions regarding revisions to the tripartite curriculum resumed in 2010 and, in 2011, Senate approved the launch of the Undergraduate Curriculum Renewal Initiative to develop a new curriculum framework. The initiative had four main goals:

- to ensure that Ryerson's curriculum continues to meet evolving career and societal need;
- to provide greater student choice;
- to facilitate the creation of innovative options in programs; and
- to create a more cohesive undergraduate curriculum policy to streamline the set of policies governing curriculum matters at the University.

The initiative was also explicitly aligned with the Undergraduate Degree Level Expectations (UDLEs), which are now part of Ryerson's Institutional Quality Assurance Process (IQAP). A Curriculum Renewal Committee (CRC) was appointed to work out the implications of the new framework.

Curriculum Renewal Committee 2011-2012

As outlined in its green paper of January 2012 and then in more detail in its white paper of June 2012,² the CRC saw a significant transformation of Ryerson's tripartite curriculum as the best way to achieve the initiative's goals. The CRC's main policy proposals included:

- new nomenclature for the main categories in the tripartite curriculum;
- replacing professionally related electives with open electives;
- replacing liberal studies with mandated breadth electives; and
- introducing a new class of required writing intensive courses.

¹ Currie, R.F., B. Cameron, and M. Zeytinoglu (2005) Curriculum Review Report: Ryerson University, May 24, 2005.

² http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CurriculumRenewalGreenPaper_27Jan2012_FINAL-s.pdf and http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CRC_White_Paper_May_3_2012_FINAL-s.pdf

The June 2012 white paper included a draft Policy 2, which outlined the proposed curriculum structure. This policy was never approved by Senate. However, based on a proposal in the white paper, Senate established a Curriculum Implementation Committee (CIC) in June 2012 to plan the process of phasing in the new curriculum structure for all undergraduate programs.

Curriculum Implementation Committee 2012-2013

During the 2012-2013 academic year, the CIC discussed strategies and processes for identifying a pool of open elective courses and ensuring student access to open electives. The CIC also discussed implementation issues related to mandated breadth and writing intensive courses. In April 2013, the CIC presented its green paper to Senate.³ Billed as a discussion document, it featured a range of interim proposals. The paper included a range of analysis as well. The first element in this analysis dealt with the likely results of mandated breadth using a hypothetical set of breadth categories and an estimate of the number of breadth elective courses taken by the average undergraduate student. The conclusion of this analysis was that, on an annual basis, 20,000 seats might shift from Arts courses to those delivered by the other five Faculties.

The green paper referred to these enrollment challenges as “extraordinary,” and stated that an enrollment shift of this magnitude “could have a disruptive impact on the University.” It noted that this disruption might take two forms. “First, it could significantly reduce undergraduate teaching in Arts departments, especially those with large numbers of liberal studies courses. Second, it could create a major new set of teaching demands for departments and schools in the rest of the University.” The green paper also made a number of specific interim proposals and also outlined principles for establishing a pool of open elective courses for a pilot program involving new programs.

At its June 2013 meeting, Senate approved a pilot project in which the professionally related electives tables in two new undergraduate programs being launched in 2013-14 (Professional Communication and Biomedical Sciences) were based on the prospective new open electives list in the proposed curriculum model. A full list of courses submitted by programs for open electives was provided to Senate as an appendix to the June meeting’s agenda.⁴

Discussions with Stakeholders 2013-2015

In the months following June 2013, when the CIC was moving from its green paper recommendations to develop a white paper, the Undergraduate Curriculum Renewal Initiative was put on hold. This decision was related to the development of the University’s new academic plan. However, the Vice Provost Academic continued discussions with various stakeholders and undertook to monitor the open electives pilot.

At the October 2014 Senate meeting, the Vice Provost Academic presented an update on the initiative.⁵ The curriculum model envisioned in his report highlighted the breadth elective category, and the potential negative impact of introducing mandated breadth for the reasons outlined in the CIC’s green paper. This Senate presentation also gave an update on the open elective pilot project. By this time, the pilot included three new undergraduate programs besides Professional Communication and Biomedical Sciences – Financial Mathematics, Mathematics and its Applications and Sport Media.

³ http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CIC_Green_Paper_Final_May7_Senate_FINAL-s.pdf

⁴ <http://www.ryerson.ca/content/dam/senate/agenda/2013/20130604agendamin.pdf>

⁵ http://www.ryerson.ca/senate/agenda/2014/Curriculum_Renewal_Senate_Update_Slides_Oct_2014.pdf

Based on a preliminary analysis of open elective choices by students in one of the pilot programs, the Vice Provost Academic concluded the open elective model had the potential to provide students with a wider range of courses than did existing professionally related elective tables, while also providing program areas with scope for curriculum innovation. The conclusions in the presentation concerning breadth electives were less positive. It was noted that mandated breadth as a concept has merit, but that if implemented immediately it would disrupt the operation of the curriculum.

During the ensuing months, the discussions that the Vice Provost Academic had with various constituencies were dominated by the significant challenges that the CIC green paper had revealed with the breadth elective element of the proposed new curriculum. In particular, the risks associated with the huge shift in seats from Arts to other parts of the University was the subject of considerable comment.

At the April 2015 Senate meeting, the Vice Provost Academic made another presentation on curriculum renewal. He suggested it might be better if breadth electives were not a feature of the proposed new curriculum model and that instead the liberal studies component should stay substantially the same in the proposed new model.

The proposed retention of the liberal studies model meant that not only the class of breadth electives courses but also the writing course component were no longer part of the proposed new curriculum model. It was proposed that the liberal studies category of the curriculum remain largely unchanged, with writing as an essential feature of all courses in this category, but that changes be considered both to the definition of liberal studies courses, to more clearly include science courses, and to the governance structure of liberal studies. In addition, it was suggested that strategies could be developed to ensure that, in the years ahead, the range of liberal studies courses cover all Faculties. The proposal to keep liberal studies rather than replacing this element with breadth electives greatly simplified the issues relating to the implementation of the new curriculum model.

Curricular Developments 2013-2016

Although formal work on the curriculum renewal initiative ceased after the CIC's green paper in 2013, Ryerson's curriculum has continued to evolve since that time in the direction of the goals of the proposed curriculum model. By Fall 2016, a total of 13 undergraduate programs revised their curriculum structure to allow students to select their professionally related courses from the open elective table, and the number of courses on the open elective table had increased from 696 to 922.

Although Ryerson's curriculum is evolving, it is doing so in the absence of a Senate-approved policy on the revised curriculum structure. As a result, there has been confusion over what policy provisions apply now. In addition, existing programs that were not part of the original pilot have come onto the system without a Senate-approved policy. Another pertinent issue is that there are no guidelines for adding courses to the open elective table.

Reactivated Curriculum Implementation Committee 2016-2017

Work on the development of the new curriculum model resumed in April 2016 when Senate approved the reactivation of the Curriculum Implementation Committee. The CIC's mandate was to continue refining the key principles comprising the general goals of the new curricular structure; to ensure that these curricular principles reflect the principles and values as outlined in the University's academic plan; to further elaborate, and revise where necessary, the draft omnibus curriculum policy; to

make policy implementation recommendations; and to hold at least one round of public consultations.

Since its reactivation, the CIC has undertaken several tasks related to this mandate. These include:

- completing a concentrations policy;
- drafting the principles and goals governing Ryerson's undergraduate curriculum structure;
- assessing the open elective pilot running since 2013;
- examining a variety of issues related to the pilot and its potential extension to all undergraduate programs;
- consulting with the Deans, Chairs and Directors in all Faculties and in the G. Raymond Chang School of Continuing Education about the proposed changes; and
- seeking feedback from the Ryerson community about the proposed policy through town halls and via email.⁶

3. Proposed Policy 2: Undergraduate Curriculum Structure

The proposed Policy 2, appended to this report, completes the CIC's work. First, it solidifies the guiding principles underlying the proposed new curricular model. Second, it incorporates the various proposed revisions to the model summarized in this document, including changes to the way open electives are incorporated into the model and an amended liberal studies governance structure. Third, it provides a full specification of curricular elements, including standard definitions of key curricular terms. Finally, it consolidates all Senate undergraduate curriculum policies into one consistent omnibus document, and would allow for the rescinding of a wide collection of policies that deal with individual aspects of the curriculum. It is useful to examine some of the main features of the proposed policy in more detail.

3.1. Guiding Goals and Principles

The guiding goals and principles of Ryerson's curriculum structure highlighted in the proposed policy are drawn from Ryerson's unique mission and aims, its Undergraduate Degree Level Expectations (UDLEs) as part of the Institutional Quality Assurance Process, and its core values, as outlined in the University's academic plan, *Our Time to Lead*. Further, the principles include consideration of equity, diversity, and inclusion (EDI), considerations of Indigenous culture and traditions, and a focus on student choice.

3.2 Refinement of the Proposed Curriculum Model

The proposed policy maintains three broad categories of study for all undergraduate students while providing students with the ability to define their own educational paths. The table below compares the current tripartite model with the proposed model after these various refinements.⁷

⁶ For detailed information on the CIC's work and findings, refer to the committee's update reports to Senate:

http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CIC-Update_for_Senate_September_2016_copy_2_FINAL-s.pdf;

http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CIC_Update_Report_to_Senate_Final_January_31_2017_FINAL-s.pdf; and

http://www.ryerson.ca/content/dam/provost/AccessiblePDFs/CIC_Report_%26_Draft_Policy_-_Senate_June_5,_2017_FINAL-s.pdf

⁷ Because of accreditation needs, undergraduate Engineering programs received Senate-approved exemption from meeting the percentages for professionally-related electives and liberal studies in the current tripartite model and this will apply to the proposed model.

Current Versus Proposed Curriculum Structure

Current Model	Proposed Model
Professional Studies 50-75%	Core Studies 60-75%
Professionally Related Studies 10-40%	Open Electives 10-25%
Liberal Studies 8-20%	Liberal Studies 15-20%

Core Studies

In the proposed model, the category “professional studies” has been renamed “core studies” to reflect the diversity of Ryerson’s current undergraduate programs, many of which prepare students for a range of careers rather than for a single professional path. Core studies in the current model include courses considered foundational and integral to the primary area(s) of study. Unlike professional courses in the current model, core courses in the proposed model may include those provided by a Teaching Department or School with expertise in the subject matter that the Program Department or School has recognized as integral to the program area. As an example, in the BSW Social Work program, POL101/102, PSY 102/202, and SOC111/112 are all required in first year, and these would be part of core studies and would be considered as such in the calculation of program balance.

Open Electives (OEs)

In the current model, professionally related courses “...develop an understanding of the theoretical disciplines upon which the career field is based, or which synthesize the diverse elements of professional study” (Policy 124). These courses are determined by the Program Department or School and, in most cases, provide students with only a limited choice of offerings outside students’ professional studies. They include courses that lead to select minors deemed by the Program Department or School to be most relevant to the students’ primary area of study.

In contrast, open electives in the proposed model give students more control over their educational choices with the ability to select courses related either to their career paths or to their personal interests. This represents a significant change from the current curriculum model’s professionally related component, in which it is the program rather than the student who determines what electives a student will choose from, and also makes the decision over whether to sign a course directive that allows a student to take courses not on the program’s professionally related elective table. Many of the community members we consulted noted that students often don’t know that course directives exist, which makes current implementation of this option variable and inequitable. In addition, some programs refuse to sign course directives, which adds to the perceived unfairness.

With the proposed system, students may choose open electives that are outside their core area or gain additional depth in their core area of study by selecting core electives. Open elective courses also enable students to pursue any minor offered by Ryerson. Another advantage is that Program Departments will be able to grant more transfer credits for courses since those that do not meet liberal studies or core requirements can be directed to fulfill open elective requirements. Finally, the new system allows students who need more courses for post-graduate studies to specialize by taking more courses in their program area and have them counted towards their degree.

Liberal Studies

As the third category in the tripartite curriculum model, liberal studies remain unchanged in the proposed model, with one exception. The definition has been expanded to explicitly include science courses. The italicized words in the definition have been added: “Liberal studies, as a category, develop students’ capacity to understand and critically appraise the social, cultural, *natural and physical context* in which they will work as a professional and live as an educated citizen.”

3.3 A New Proposed Open Elective System

The proposed policy replaces the current open elective table with a structure in which **open electives include all degree-level courses, except those identified as liberal studies courses and those courses specifically excluded by program or Teaching Departments and Schools**. In contrast to the current open elective table, a ‘no-table’ open elective system would provide substantial benefits for all stakeholders, especially students, by enhancing their registration experience as they choose courses best suited to their career plans and personal interests.

The chart below shows the main features of the student registration experience associated with the current and proposed open elective systems. As outlined in the chart, there are several key features shared by the current and proposed systems. As with the current system, the proposed system would allow students to utilize the student enrolment interface when registering for their courses and would allow them to see the full range of open elective choices when they register. Again, paralleling the current system, the proposed system would allow Teaching Departments and Schools to apply course restrictions to their courses and would allow programs to apply course restrictions for their own students. Finally, the proposed system would provide the possibility for course requisites (i.e. prerequisites, corequisites and antirequisites) to effectively manage student progression through courses – a feature also found in the current system.

Current Versus Proposed Open Elective Systems

Feature of Student Registration Experience	Current System (Table)	Proposed System
Students can utilize the student enrolment interface to register for courses	Yes	Yes
The full range of open elective choices are displayed to students when registering	Yes	Yes
Teaching Departments and Schools can apply course restrictions on their courses	Yes	Yes
Programs can apply course restrictions for their own students	Yes	Yes
Course requisites can effectively manage student progression	Yes	Yes
Courses not used to satisfy program core requirements automatically default to count as open electives	No	Yes
Course directives are no longer required to move ‘one-off’ course choices to the open elective table	No	Yes
Courses needed as prerequisites and/or to complete a minor are always part of student choice	No	Yes
New courses are automatically part of student choice	No	Yes
Student course requirements can be grouped by Faculty in the Academic Advising Report	No	Yes

The features of the student registration experience that differ with the current and proposed systems are also outlined in the chart. First, only in the proposed system would courses not used to satisfy program course requirements automatically default to count as open electives, streamlining the curriculum audit process to the benefit of both students and staff. This feature would also negate the need for course directives to move “one-off” course choices to the open elective table. Furthermore, given that the proposed system would mandate programs to clearly outline requisite paths for courses that may be used as the open electives, courses required as prerequisites would always be included among the set of open elective courses from which students could choose, minimizing the chance of registration errors. This same feature would also apply to courses needed to complete a minor in the proposed system. Finally, new courses would automatically be part of the student selection process in the proposed system, while it would become possible to group student course requirements in the academic advisement report by Faculty, enhancing the report’s usefulness for both students and staff. There will be additions to RAMMS that facilitate open electives in general.

3.4 Liberal Studies Courses and Open Electives

The proposed policy **excludes liberal studies as open electives**. The feedback we received – from our survey of open elective pilot programs as well as broader consultations with the university community – revealed a widespread concern that the inclusion of lower level liberal studies would lead to the possibility that some students might fulfill all their open elective requirements with a range of lower level courses. The exclusion of lower level liberal studies courses partly addresses this concern.

The exclusion of upper level liberal studies courses is driven primarily by logistical considerations. Because liberal studies courses are scheduled in special bands to ensure their wide availability, students may find it easier to timetable upper level liberal studies courses than they would many other open electives. Without some constraint, large enrolment shifts might then occur between Faculties, and because the large bulk of liberal studies courses are offered by the Faculty of Arts, this might end up privileging what are mostly Arts courses within the constellation of open electives. However, in cases where students cannot access or timetable other open electives, the use of course directives will allow their Program Departments and Schools to direct, as an exceptional measure, upper level liberal studies courses to fulfill open elective requirements.

3.5 New Liberal Studies Governance Structure

For historical reasons and by Senate policy, the Dean of Arts currently chairs the Liberal Studies Council, the University-wide committee with the authority to recommend to Senate the approval of new liberal studies courses. The Dean of Arts also chairs the Liberal Studies Curriculum Committee, which makes recommendations to the Council regarding the approval of new liberal studies courses.

In the proposed Policy 2, the **Academic Standards Committee is given responsibility for recommending to Senate the approval of new liberal studies courses and the Vice Provost Academic (or designate) chairs the Liberal Studies Curriculum Committee**. The Liberal Studies Curriculum Committee would then make its recommendations to the Academic Standards Committee. The proposed composition of the Liberal Studies Curriculum Committee includes representatives from each of the six Faculties, the Chang School, and students.

3.6 Full Specification of Curricular Elements

At present, some curricular elements, such as concentrations and minors, have separate Senate

policies. The proposed Policy 2 incorporates these separate policies. Other curricular elements, including over 40 curricular terms, are formally defined for the first time in a **glossary** that is appended to the policy.

3.7 Streamlining Curriculum Policies

Adoption of the proposed policy would **rescind a total of 12 Senate policies** that address some aspect of Ryerson's undergraduate curriculum structure. A few of these policies (e.g., Policy 148: Minors and Policy 149: Concentrations) have been integrated completely into the proposed policy. Other Senate policies would become obsolete. All current liberal studies regulations now outlined in six separate Senate policies are integrated as well.

4. Implementation Plan

The CIC has developed a comprehensive open elective implementation plan. Phase 1 will involve the proposed no-table open elective system. Since every course (except liberal studies) in this system would be an open elective unless otherwise designated, this phase would require all departments and schools to conduct a course requisite review of all their undergraduate courses to determine the precise nature of any restrictions that may be applied. Phase 2 will involve establishing timelines for undergraduate programs in all Faculties to revise their curricula in accordance with the proposed new model. The implementation plan is outlined in a separate document to Senate.

5. Recommendations

In addition to Policy 2, and a schedule for its implementation, the CIC is providing Senate with a set of recommendations, which derive from extensive community consultations by the CIC. We believe the recommendations address the multifaceted changes that are required to make the new open elective system function smoothly across the undergraduate curriculum. The recommendations deal primarily with ways to assist students in choosing open electives as well as procedures to ensure that optimal access exists for the open elective courses they choose. Additional recommendations touch on Policy 2 and its glossary, liberal studies courses, course numbering, the formatting of the undergraduate calendar and the need to review several outdated policies.

Recommendation 1: Student Choice and Access to Open Electives

Recommendation 1a: Enhance Student Choice of Open Electives

The following ways to assist students to choose open elective courses should be considered:

- Develop a communication strategy to inform students of the benefits of freedom of choice with open electives, which will include;
 - Develop targeted online video tutorials and other advising tools on how students select and register in open elective courses on RAMSS.
 - Enhance current advising tools to include FAQs on what an open elective is, how an open elective applies toward satisfying program graduation requirements, which programs may or may not have open electives incorporated into their curriculum and why, the benefits of having 'free choice' in selecting an open elective, etc.
 - Work closely with Program Departments and Schools to help improve awareness of advising resources so that better support can be provided to students – especially first-year students who are seeking information on how to plan for optional curricular pathways such as minors.

- Provide information sessions for academic advisors, both faculty and staff, on how to support students to choose minors, open electives, concentrations, etc.
- Consider a mechanism acceptable to all stakeholders to make template course outlines, with information on the course learning outcomes, readings, methods of assessment and topics, available to students in an easily accessible common repository.

Recommendation 1b: Ensure Access to Open Electives

The following ways to ensure access to open elective courses should be considered:

- Encourage Teaching Departments and Schools to make available during the course intentions period as many open electives as possible.
 - Schedule presentations by the University Planning Office to relevant administrators (i.e., Deans, Chairs, and Directors) on the funding mechanics of the new open elective system, to ensure that these administrators better understand the existing incentives associated with providing enhanced student access to these courses.
 - Institute regular tracking each Fall and Winter semester on the number of seats occupied by non-program students in open elective courses, and share the tracking results, along with estimates of seating needs, with relevant administrators (i.e., Deans, Chairs, Directors) to ensure that sufficient spaces exist across the University for undergraduates to complete their open elective requirements.
- Expand the number of open elective courses offered online.
- Increase the number of open elective course offerings through the Chang School.
- Develop open elective-specific courses in diverse disciplines across the Faculties.
- Encourage departments and schools to establish meaningful and academically relevant requisites, particularly prerequisites, for all courses.

Recommendation 1c: Additional Open Elective Recommendations

The following long-term changes that could enhance open elective choice and access should be considered:

- Provide more open electives slots in programs' curricula to ensure students can earn a minor (or minors) and take the prerequisite courses.
- Inform students before the course intentions period which open electives are offered in each semester and year and when they will be offered next. Not knowing beforehand when open electives will be offered makes planning difficult.
- Remove from the visible calendar courses that are no longer offered or haven't been offered in more than five years.
- Inform programs annually about the addition of new courses as open electives to allow programs to assess whether program-specific exclusions need to be added to the undergraduate calendar.
- Evaluate whether upper level liberal studies courses should be included as open electives.
- Find a readily recognizable means to distinguish between lower and upper level open electives (see "course numbering" below).

Recommendation 2: Policy 2 Glossary Review

- The Vice Provost Academic, in collaboration with Curriculum Management, should conduct an annual review of the Policy 2 Glossary and bring to the Academic Governance and Policy Committee (AGPC) its recommendations for revisions and additions.

Recommendation 3: Liberal Studies Reporting and Procedures

- The Academic Standards Committee (ASC) should present an annual report in the Fall term that includes: a) a list of all new liberal studies course proposals submitted to the Liberal Studies Curriculum Committee that year; and b) ASC's recommendations to Senate.
- New courses approved as liberal studies should be publicized annually to students and Program Departments and Schools.
- The Liberal Studies Curriculum Committee should develop procedures to address such issues as: ongoing compliance with liberal studies requirements, in particular the writing component and template information for course outlines that identifies the course as a liberal studies elective and highlights liberal studies restrictions.
- There should be ongoing education, particularly to instructors of liberal studies courses, as to the goals of liberal studies in Ryerson's undergraduate curriculum structure.

Recommendation 4: Course Renumbering

- In consultation with Program Departments and Schools, the Registrar's Office, Curriculum Management, Academic Advising, and the Provost, a comprehensive plan should be developed, contingent on financial and other implications, to re-catalogue all Ryerson courses to a defined, university standard (i.e., first year courses as "100," second year courses as "200," etc.).

Recommendation 5: Bulletin year calendar/bulletin year graduation requirements

- Consider the potential of the University moving from a dynamic calendar and dynamic program graduation requirements to a bulletin year calendar and bulletin year graduation requirements.⁸ With a bulletin year calendar, students are expected to follow the curriculum requirements that were published in the calendar in the year in which they entered their program. This allows students and their advisers to know what courses they are expected to complete over four years in order to graduate and facilitates long-term planning. The model currently exists (by default) in programs where curriculum changes have been nil over time and is the model applied for part-time programs.

Recommendation 6: Evaluation of the revised curriculum structure

- After the revised curriculum structure is fully implemented in all programs, the Provost should strike a committee to investigate and report on the extent to which the revised curriculum structure is meeting stated objectives.

Recommendation 7: Review of Policy 21 and Policy 155

- The CIC identified two policies that are outdated: Policy 21 and Policy 155. The CIC recommends that the Academic Governance and Policy Committee (AGPC) initiate a review of these policies.

⁸ Currently, with a dynamic calendar, program changes become part of students' graduation requirements *after they have been admitted and as they move through their program toward graduation*. This allows students to graduate with the most recent version of their program's curriculum. Although a dynamic calendar has its advantages, students and faculty cannot easily engage in long-term planning. In addition, as program changes occur, students who are out of phase or who reach ahead may need course substitutions/course exemptions to satisfy their new/changing graduation requirements.

[Policy 21: Academic Jurisdiction](#): Policy 21 has not been reviewed since it was approved in 1978. The policy offers guidelines for the assignment of academic responsibility for courses.

[Policy 155: Approval of Collaborative Academic Programs](#): Policy 155 was last amended in 2010, prior to the 2011 adoption of the Quality Assurance Framework for Ontario Universities and the approval of Ryerson's Institutional [Quality Assurance Process \(IQAP\)](#). [Policy 112: Development of New Graduate and Undergraduate Programs](#), which is part of Ryerson's IQAP, outlines the current requirements for new program proposals. Policy 155 must be reviewed and amended to be consistent with Policy 112 and its procedures.

Acknowledgements

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Respectfully submitted,

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**RYERSON UNIVERSITY
POLICY OF SENATE**

UNDERGRADUATE CURRICULUM STRUCTURE

Policy Number: 2

Policy Approval Date: DRAFT
(for consideration of Senate 05 Dec 2017)

Next Policy Review Date:

Responsible Committee or Office: Provost and Vice President Academic

1. PURPOSE OF POLICY

This policy describes the curriculum structure of all Ryerson undergraduate degree programs.

2. APPLICATION AND SCOPE

This policy applies to existing and – together with Policy #[112: Development of New Graduate and Undergraduate Programs](#) – to proposed Ryerson undergraduate degree programs. For certificate programs, refer to Senate Policy #[76: Development and Review of Certificate Programs](#).

3. DEFINITIONS

See Appendix I: Glossary.

Definitions contained in this glossary may be amended upon the recommendation of the Academic Governance and Policy Committee (AGPC) as part of the consent agenda of Senate. Such amendments do not require or imply a review of the rest of the policy.

4. GOALS AND PRINCIPLES

The overarching goals of Ryerson’s undergraduate degree programs and their curriculum structure are built into its legislated objects, its mission and aims, and its Undergraduate Degree Level Expectations (UDLEs). The curriculum policy of the University will reflect those overarching goals, while taking account of how this framework has been evolving in keeping with broader trends in post-secondary education and Canadian society.

4.1 Ryerson’s Objectives

The University’s objectives are set out in the [Ryerson University Act \(1977\)](#), Article 3, as follows:
The objects of the University are:

1. *the advancement of learning, and the intellectual, social, moral, cultural, spiritual, and physical development of the University's students and employees, and the betterment of society;*
2. *the advancement of applied knowledge and research in response to existing and emerging societal needs and in support of the cultural, economic, social, and technological development of Ontario; and*
3. *the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.*

4.2 Ryerson's Mission

Ryerson is known for its mission to provide career-relevant education and must ensure sufficient rigour and depth to serve this mission. The "Mission and Aims" of the University are formally set out in Senate Policy #[103: Mission and Aims of Ryerson University](#), which has also been approved by the Board of Governors. The "mission" is defined thus:

The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields. As a leading centre for applied education, Ryerson is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity and its commitment to accessibility, lifelong learning, and involvement in the broader community.

For the detailed "aims," refer to Senate Policy #[103: Mission and Aims of Ryerson University](#).

4.3 Undergraduate Degree Level Expectations (UDLEs)

The Undergraduate Degree Level Expectations (UDLEs), established by the Ontario Council of Academic Vice-Presidents (OCAV) and endorsed by the Council of Ontario Universities (COU), are part of Ryerson's [Institutional Quality Assurance Process](#) (IQAP, Senate [Policy #110](#)) and establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis. (See also Appendix 2)

4.4 Principles

Based on the overarching goals described above, the following are the basic principles that underlie Ryerson's curriculum policy.

4.4.1 Alignment with UDLEs

The curriculum should ensure that students meet the educational objectives laid out in the Undergraduate Degree Level Expectations, included here as Appendix 2.

4.4.2 Breadth and Depth of Knowledge

Ryerson's goal is to produce graduates who are well-rounded, both intellectually and in other ways, with a breadth as well as a depth of knowledge, and who have learned to think critically and communicate clearly, both orally and in writing. Graduates will gain transferable skills and

the ability to work effectively with others to solve complex problems and contribute to the betterment of the community.¹

4.4.3 Program Quality and Currency

The University is committed to ensuring that all programs achieve and maintain the highest possible standards of academic quality. The strengthening and nurturing of existing programs includes, but is not restricted to, reviews and revisions conducted under the auspices of Senate Policy #126 or #127² that respond to external developments in professions, scholarly fields, and society at large, as well as taking account of interdisciplinary links with other subjects and relevant international perspectives.

4.4.4 Provision of Multiple Curricular Opportunities

While it is recognized that there are sometimes constraints on curriculum (such as external accreditation requirements), students should be provided with, and encouraged and supported to take advantage of, multiple curricular opportunities in order to meet their own educational goals.

4.4.5 Equity, Diversity and Inclusion

Ryerson will continue to make post-secondary education more inclusive. The curriculum in programs should take account of the diversity of Canadian society, not only to ensure the inclusion of all students in the educational process but as a means to enrich the curriculum.

4.4.6 Indigenous Peoples

In the development and implementation of curriculum at Ryerson, consideration will be given to the recommendations of the *Truth and Reconciliation Commission of Canada* (2015) to increase student knowledge and capacity on the histories and experiences; cultures and languages; residential school legacies and current realities of Indigenous peoples in Canada.

4.4.7 Dealing with Emerging Trends

Ryerson students should be encouraged to play an active role in their learning – including, but not restricted to experiential learning – to give them the skills required to deal with emerging trends as they build careers, enter various professions or launch their own ventures.³

¹ As noted in [Policy #103](#), Ryerson aims to “provide its students an educational experience of high quality, fostering in them knowledge and skills, critical enquiry, ethical standards, creativity, commitment to lifelong learning, a capacity to make an early and sustained contribution to their chosen field and to be effective problem solvers.”

² [Policy 126: Periodic Program Review of Graduate and Undergraduate Programs](#)
[Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs](#)

³ As noted in [Policy #103](#), “Ryerson’s programs should reflect excellence and commitment to teaching that encourages students to play an active part in their learning; a curriculum of core courses and electives which offers the breadth and depth required to appreciate society’s broader issues and problems, and the understanding and knowledge necessary for professional leadership; academic programs which combine theory and practice, directly connected to their professional fields, that anticipate and respond to emerging trends and future societal need; interdisciplinary studies and international perspectives; and activities and support systems that enhance success and well-being of the whole student.”

5. PROGRAM STRUCTURE

An undergraduate degree program normally consists of 40 one-term degree level courses, or the equivalent.⁴

Upon completion of an undergraduate degree program, the student's primary area(s) of study (their "major" or, where applicable, their double major) is noted on the academic transcript and on the graduation award document.

To achieve its goals, the curriculum structure of all Ryerson undergraduate degree programs is based on three broad categories of study, which are defined by their objectives and supported by their regulations.

5.1 Core Studies

5.1.1 Objectives

Core studies provide students with both depth and breadth of knowledge of either a single area of study, or of two disciplinary or interdisciplinary areas of study, establishing an essential knowledge base for a career or further study in the area(s). Core studies comprise the primary area(s) of study which includes the student's "major" (or, where applicable, "double major").

5.1.2 Regulations

- 5.1.2.1 Core studies are defined by the Program Department/School and are approved by Senate.
- 5.1.2.2 Core studies include required courses considered foundational and integral to the program area(s).
- 5.1.2.3 Core studies include courses provided by any Teaching Department with expertise in the subject matter being delivered, which the Program Department has identified as integral to the program area(s).
- 5.1.2.4 There may be choices offered within the core studies of a program. The courses that comprise such choices are referred to as core electives.

5.2 Open Electives

5.2.1 Objectives

The open electives category provides students with the opportunity, based on their career path or their personal interests, to choose degree-level courses outside their core or to gain greater depth and breadth within their core. Open electives also allow students to earn a Minor.

5.2.2 Regulations

- 5.2.2.1 Open electives include all degree-level courses **except those identified as liberal studies courses**⁵ and those courses specifically excluded by Program or Teaching Departments/Schools as follows:

⁴ An undergraduate degree program will normally comprise a minimum of 120 "course hours" (see glossary for definition).

⁵ **Upper Level** liberal studies courses may be directed, by the student's Program Department, to satisfy open elective requirements.

- 5.2.2.1.1 Program Department(s)/School(s) may prevent⁶ their students from using courses that are too closely related to the content of core courses in their program;
- 5.2.2.1.2 Program Department(s)/School(s) may prevent⁶ their students from using introductory level core elective courses; and/or
- 5.2.2.1.3 Teaching Department(s)/School(s) may prevent⁶ enrolment in a specific course by permitting enrolment only of those students for whom it is a core required course (which may include students in their own program).
- 5.2.2.2 Students must meet all pre-requisite requirements.
- 5.2.2.3 Program Departments/Schools and Teaching Departments/Schools must negotiate, and agree upon, any restrictions that are applied. If the Program and Teaching Departments/Schools cannot agree, the matter will be referred to the Vice Provost Academic, who will decide operational matters and may refer academic matters to the Academic Standards Committee of Senate.
- 5.2.2.4 Restrictions on any other basis than those listed in 5.2.2.1 above require the approval of Senate on the recommendation of its Academic Standards Committee.
- 5.2.2.5 All restrictions should be based on sound and verifiable grounds including resource availability (including available teaching faculty), class size limitations (e.g. for studio and lab-based courses), and the presence of non-academic criteria (e.g. the submission of portfolios) within the program's admission requirements.
- 5.2.2.6 In order to maximize student choice of open electives among a wide range of subject areas, Teaching Departments/Schools in all Faculties have a responsibility to offer their courses as open electives to non-program students, within the limits posed by academic and fiscal responsibility and other constraints. Teaching Departments / Schools also have a responsibility to ensure an appropriate number of seats in their open electives courses.

5.3 Liberal Studies

5.3.1 Objectives

Liberal studies are intended, as a category, to develop students' capacity to understand and critically appraise the social, cultural, natural, and physical context in which they will work as a professional and live as an educated citizen. Liberal studies are also intended to develop skills in critical thinking, analysis, and written communication. Liberal studies courses, to the maximum degree feasible, provide a means by which students from a variety of programs may meet to share perspectives on the subject area being studied.

5.3.2 Regulations

- 5.3.2.1 Liberal studies are degree-level courses in disciplines outside students' core area(s) of study.

⁶ "Prevent" includes, but is not restricted to, the application of restrictions, exclusions, or antirequisites.

- 5.3.2.2 Students in all Ryerson programs, except those in the Faculty of Engineering and Architectural Science,⁷ are required to complete at least six (6) liberal studies courses to fulfil the requirements of the liberal studies category.
- 5.3.2.3 Courses used to satisfy the requirements of the liberal studies category cannot simultaneously satisfy the requirements of any other category.
- 5.3.2.4 Liberal studies courses are offered at two levels, lower and upper.
 - 5.3.2.4.1 Lower level liberal studies courses are intended for first- and second-year students. Normally, they will be introductory or survey courses.
 - 5.3.2.4.2 Upper level liberal studies courses are more focussed and intellectually demanding, with the standards of evaluation reflecting those that should prevail at the advanced undergraduate degree level.
- 5.3.2.5 The number of liberal studies courses required at each level varies by program, but normally conforms to one of two patterns: three lower level and three upper level courses, or two lower level and four upper level courses. The choice of pattern, and the placement of the liberal studies course requirements within the program structure, are the responsibility of the Program Department/School. Students in any given program must complete the minimum number of upper level liberal studies courses prescribed by their program.
- 5.3.2.6 All liberal studies courses must include a substantial writing component designed to foster critical thinking that:
 - 5.3.2.6.1 requires the student to carry out an analysis of the assignment's subject, and make and justify an evaluative, comparative or explicatory judgment;
 - 5.3.2.6.2 comprises one or more individually-written assignment(s) that is/are completed out of class;
 - 5.3.2.6.3 totals at least 1200-1500 words at the lower level and at least 1500-2000 words at the upper level; and
 - 5.3.2.6.4 has a combined weight of at least 25-35% of the student's final grade in the course.
- 5.3.2.7 The quality of student work expected in the liberal studies writing component must reflect the level of the course.
- 5.3.2.8 The instructor is expected to provide commentary on the clarity of organization, logic, syntax, and grammar of student writing, and explicitly indicate that such attributes will form part of the basis upon which the assignment will be evaluated.
- 5.3.2.9 In addition to the mandatory writing component, liberal studies courses may include a variety of other methods of assessment (e.g., in-class, essay-type and multiple-choice testing, final examinations, field work, class

⁷ The Faculty of Engineering and Architectural Science obtained the approval of the Academic Standards Committee and Senate for a variation from the minimum requirement. FEAS programs require two lower level liberal studies and two upper level liberal studies, one of which must be chosen from a select list of liberal studies courses.

presentation and debates, and assessments of student contributions to class discussion).

- 5.3.2.10 Upper level liberal studies courses may be substituted for lower level liberal studies requirements, but lower level liberal studies courses may not be substituted for upper level requirements.
- 5.3.2.11 Normally, there will be no restriction on the number of liberal studies courses a student may select from any one discipline.
- 5.3.2.12 Specific liberal studies courses, due their close relation to a program's core studies, cannot be taken for liberal studies credit by students in that program.
- 5.3.2.13 Restrictions will normally be determined by the Liberal Studies Curriculum Committee (LSCC), but may be recommended by either Program or Teaching Departments/Schools. Between meetings of the LSCC, the Chair of the Committee may impose exclusions made necessary by curriculum modifications.
- 5.3.2.14 Program Departments/Schools may not prescribe, either directly or by prerequisite structure, specific liberal studies courses for credit in the liberal studies category.
- 5.3.2.15 The liberal studies curriculum, within the limits imposed by academic and fiscal responsibility, will maximize choice among a wide range of subject areas.

5.3.3 *Guidelines for the Development of Liberal Studies Courses*

The Liberal Studies Curriculum Committee (LSCC) will develop and maintain guidelines for the development of new liberal studies course proposals, and procedures for the submission and consideration of such proposals, and will publish the guidelines and procedures on an appropriate Ryerson website.

6. PROGRAM BALANCE

There must be an appropriate program balance among the three categories of studies. For program design and evaluation, the following program balance ranges are standard and the calculation is **based on the total number of one-term degree level courses**, or the equivalent, in the program.

Core Studies	60%-75%
Open Electives	10%-25%
Liberal Studies	15%-20%

The Academic Standards Committee of Senate may, in exceptional circumstances and without prejudice, recommend to Senate the approval of deviations from the above.⁸

7. CURRICULAR ELEMENTS

The following outlines the definitions and policies for curricular elements that may be part of a student's program of study and where their achievement is noted on the student's Official

⁸ Some programs, to meet the standards of professional accreditation, have obtained the approval of the Academic Standards Committee and Senate for a variation from the specified program balance. Such existing variations are not affected by this policy.

Transcript. The curricular elements listed below must be approved by Senate, as per the requirements outlined in the Procedures section of Senate Policy [127: Curriculum Modifications: Graduate and Undergraduate Programs](#).

7.1 Concentration

7.1.1 Description

A Concentration is a Senate-approved curricular element that provides students the opportunity to develop in-depth knowledge representing a sub-specialization or emphasis within the core of a degree program or major. Courses for a Concentration are selected from the core elective courses offered to students within their degree program or major. Concentrations are optional.

7.1.2 Regulations:

- 7.1.2.1 A Concentration curriculum consists of at least six, specified/prescribed one-term degree-level core elective courses offered to students within their degree program or major.
- 7.1.2.2 Core required courses of the degree program or major may not be included in the course count/defined structure of a Concentration.
- 7.1.2.3 The completion of a Concentration cannot be made mandatory.
- 7.1.2.4 Earning one Concentration will not increase the number of courses required to graduate.
- 7.1.2.5 Where it is possible, a student may complete more than one Concentration; however, no individual course can be applied to satisfy the requirements of more than one Concentration.
- 7.1.2.6 Course substitutions are not permitted.
- 7.1.2.7 Completion of a Concentration is subject to availability of courses.
- 7.1.2.8 Completion of the degree, with the addition of more than one Concentration, may require the completion of extra courses. Additional fees may also be incurred.
- 7.1.2.9 Students must complete all courses in a Concentration prior to graduation from their program of studies.
- 7.1.2.10 Restrictions [e.g., grade variations on individual courses; a minimum Cumulative Grade Point Average (CGPA) requirement for completion of the Concentration] are not permitted.
- 7.1.2.11 Any course used to satisfy a requirement of a Concentration cannot also be used to satisfy a requirement of a Minor.
- 7.1.2.12 Students must declare a Concentration(s) at a time specified by their program.
- 7.1.2.13 Completion of a Concentration is noted on the academic transcript, but not on the award document.

7.2 Co-operative Education

7.2.1 Description

Co-operative education is a Senate-approved program that allows students to gain work experience in business, industry, government, social services, and professions, before they

graduate. Work terms normally occur between the students' second and fourth academic years.

7.2.2 Regulations

- 7.2.2.1 One co-op work term consists of a 16 week (4 month), full-time (35 - 40 hours per week), paid work experience related to a student's area of study, and a co-operative program shall consist of 3-5 such work terms.
- 7.2.2.2 Normally, students must successfully complete the minimum number of work terms prescribed by their program to fulfil their co-op requirements.
- 7.2.2.3 As part of the work term requirements, students must complete a work term report and be given an evaluation of their performance by the employer.
- 7.2.2.3 Normally, admission to a co-op program is competitive. Students are selected for co-op based on their CGPAs and other non-academic criteria, such as interviews and/or a written statement.
- 7.2.2.4 Students must have a Clear Academic Standing and meet the stated minimum CGPA at the end of second/third year. To remain in a co-op program, students must maintain a Clear Academic Standing and a minimum CGPA as required by their department/school, or receive Departmental/School approval.

7.3 Double Major

7.3.1 Description

A Double Major is a Senate-approved program with a curricular focus in two areas, offering both breadth and depth within the areas of study.

7.3.2 Regulations

- 7.3.2.1 A Double Major curriculum comprises core studies in two disciplinary or interdisciplinary areas of study.
- 7.3.2.2 The core studies in each discipline or interdisciplinary area in a double major are defined discretely by the appropriate Program Departments/Schools.
- 7.3.3.3 Students may be admitted directly into a double major program in Year 1 or may apply to transfer to a double major program for Year 2.
- 7.3.3.4 To be accepted into a double major program, students must meet the academic requirements specified by both Program Departments/Schools. The requirements may include the completion of specified courses with a minimum final grade and/or a minimum CGPA.
- 7.3.3.5 Additional regulations for a double-major program may be Faculty specific.

7.4 Minor

7.4.1 Description

A Minor is a Senate-approved curricular element that provides an opportunity for students from multiple programs to explore a secondary area of undergraduate study, either for personal interest beyond their degree program, or as an area of specific expertise related to their degree program that will serve their career choice(s).

7.4.2 Regulations:

- 7.4.2.1 Courses in a Minor have a coherence based on discipline, theme and/or methodology, as determined by the program offering the Minor.
- 7.4.2.2 A Minor curriculum consists of six one-term, degree-level courses which may be core, open elective, and/or liberal studies.
- 7.4.2.3 Course substitutions are not permitted.
- 7.4.2.4 All students are eligible to pursue any Minor except those that are specifically excluded by their program department or by the Academic Standards Committee (ASC) of Senate. Exclusions may be applied when the subject area of the Minor is too closely related to the core studies of a program.
- 7.4.2.5 Where it is possible, a student may take more than one Minor. However, an individual course may only be used to satisfy the requirements of one Minor.
- 7.4.2.6 It is acknowledged that scheduling issues such as course availability may prevent individual students from being able to access all the courses in a specific minor in the same time frame as they are completing the requirements for their degree.
- 7.4.2.7 Any course used to satisfy a requirement of a Minor cannot also be used to satisfy a requirement of a Concentration.
- 7.4.2.8 The completion of a Minor may require the completion of courses additional to those in a student's program. Additional fees may also be incurred.
- 7.4.2.9 Students must complete all courses in a Minor prior to graduation from their program of studies.
- 7.4.2.10 No Minor may be claimed twice.
- 7.4.2.11 Completion of a Minor is noted on the academic transcript, but not on the award document.

7.5 Optional Specialization⁹

7.5.1 Description

An Optional Specialization is a Senate-approved program that provides an opportunity for students to enrich and augment their studies by focusing on a specific area of interest in addition to their degree program requirements.

7.5.2 Regulations

- 7.5.2.1 An Optional Specialization curriculum comprises a defined set of distinct degree level courses.
- 7.5.2.2 At least some of the courses in an Optional Specialization must be completed in addition to degree program requirements.
- 7.5.2.3 No course substitutions will be permitted in the completion of an Optional Specialization nor can courses unique to the Optional Specialization be used to fulfil the requirements of a degree program.
- 7.5.2.4 Students must be officially registered in an Optional Specialization.

⁹ Unlike the Optional Specialization described here, *Optional Specializations in Zone Learning* are external to the student's degree program, and require the successful completion of a single non-credit course (CEDZ-100) over a specified number of terms.

- 7.5.2.5 Students may be required to achieve a minimum CGPA for all courses in the Optional Specialization to earn this special designation
- 7.5.2.6 Students must have a Clear Academic Standing in their program of studies to register and continue in an Optional Specialization. Additional academic criteria may be required.
- 7.5.2.7 Non-academic criteria may be required to register in an Optional Specialization.
- 7.5.2.8 Students must complete all courses in an Optional Specialization prior to graduation from their program of studies.
- 7.5.2.9 Completion of an Optional Specialization is noted on the academic transcript, but not on the award document.

7.6 Other

Any curricular element not covered by this policy will conform to the framework established by the Ontario Universities Council on Quality Assurance.

8. AUTHORITY AND RESPONSIBILITY

8.1 Senate

The highest academic authority of the University, Senate has the authority over all curriculum matters as outlined in the [Ryerson University Act](#), the [Senate Bylaw](#), and Ryerson policies, including Senate's [Institutional Quality Assurance Process \(IQAP\) policies](#).

8.2 Provost and Vice President Academic

Has overall responsibility for this policy and any operating procedures that may be adopted from time to time.

8.3 Vice Provost Academic (VPA)

Has administrative responsibility (together with the Registrar) for actions taken under the authority of this policy. Without restricting the generality of the foregoing, the VPA will lead the development of any operating procedures that may be required, will resolve disputes between Program Departments/Schools and Teaching Department/Schools as per Section 5.2.2.3 of this policy; and will chair the Academic Standards Committee (ASC) and the Liberal Studies Curriculum Committee (LSCC).

8.4 Registrar

The operational units of the Office of the Registrar have primary responsibility for the day-to-day interpreting and application of the policy. The Registrar will consult with the VPA and the Academic Standards Committee (ASC) as required to ensure that the intent of the policy is met in its implementation.

8.5 Academic Standards Committee of Senate (ASC)

Has the authority to interpret this policy and make recommendations to Senate about program curricula, including justifiable exceptions, based on the general principles as outlined above.

8.6 Liberal Studies Curriculum Committee (LSCC)

Provides recommendations to the ASC on proposals for new liberal studies courses and other matters concerning the liberal studies curriculum.

The LSCC reports directly to the ASC, is chaired by the Vice Provost Academic (or designate), and consists of the following members:

- 8.6.1 Two representatives from each Faculty (Arts, Communication and Design, Community Services, Engineering and Architectural Science, Science, Ted Rogers School of Management) appointed by their respective Dean.
- 8.6.2 Two student representatives appointed by the Vice Provost Academic following a transparent process that is publicly announced.
- 8.6.3 One Chang School representative appointed by the Dean of the Chang School.

Between meetings of the Liberal Studies Curriculum Committee, the Chair of the Committee may impose exclusions made necessary by curriculum modifications.

8.7 Department/Program/Faculty Councils

The responsibilities of Department/Program/Faculty Councils are as specified by Senate Policy [#45: Governance Councils](#) and by their individual bylaws.

8.8 Dean of Arts

The Dean of Arts has primary responsibility for the administration of Liberal Studies course offerings.

9. RESCINDS

The following Senate Policies are rescinded with the adoption of this policy, but are grand-parented for use by programs until they have completely transitioned to the revised model:

- Policy #7: Procedures for the Preparation, Submission and Approval of Academic Proposals (1975)
- Policy #14: Liberal Studies: Development of a Tripartite Curriculum (1977)
- Policy #33: Program Balance (1977)
- Policy #35: Degree Programs Policy (1982)
- Policy #44: Liberal Studies in the Ryerson Curriculum (1986)
- Policy #64: Change to the Composition of the Liberal Studies Committee (1989)
- Policy #74: New Structure for Administration of Liberal Studies at Ryerson (1991)
- Policy #107: Revision of Liberal Studies Policy (1994)
- Policy #109: Implementation of Liberal Studies Policy (1995)
- Policy #124: Professionally-Related Studies in Tripartite Curriculum (1996)
- Policy #148: Minors Policy (2015)
- Policy #149: Concentrations Policy (2016)

10. POLICY #2 – APPENDIX 1: GLOSSARY

The following nomenclature related to curriculum appears in various University documents and other Senate policies. Other documents and policies may elaborate on these definitions but may not contradict them. If/when IQAP policies change, the change must be reflected in both places.

Definitions contained in this glossary may be amended upon the recommendation of the Academic Governance and Policy Committee (AGPC) as part of the consent agenda of Senate. Such amendments do not require or imply a review of the rest of the policy.

Academic Year	For the purpose of this policy, the academic year is normally comprised of a Fall term and a Winter term.
Accreditation	see <i>Professional Accreditation</i>
Antirequisite	Courses that contain similar content and therefore cannot both be used toward fulfilling degree requirements. See related terms: <i>Co-requisite, Course, Prerequisite</i>
Bachelor's Degree	An academic credential awarded upon successful completion of an undergraduate degree program.
Billing Units	The measure used to calculate undergraduate tuition fees.
Certificate Level Course	A graded course that may be used to fulfil only Certificate requirements (i.e., is not part of an Undergraduate Degree Program). See related term: <i>Degree Level Course</i> .
Collaborative Program	An academic program offered by Ryerson in collaboration with another accredited post-secondary institution. See related terms: <i>Degree Completion Program, Joint Program, Program, Undergraduate Degree Program</i> . See also Policy #155: Approval of Collaborative Academic Program Agreements .
Concentration	A Senate-approved set of degree level courses within the core of a degree program or major, which is completed on an optional basis. See related terms: <i>Double-Major, Major, Minor, Optional Specialization</i>
Co-operative Education Program	A program that alternates periods of academic study with periods of paid work experience in business, industry, government, social services and the professions.
Core Elective Course	A degree level course that provides choice in the core studies of a program.
Core Required Course	A degree level course that must be completed by all students in a program.

Core Studies	<p>Core studies provide both depth and breadth of knowledge of either a single, or of two disciplinary or interdisciplinary areas of study. They establish an essential knowledge base for a career or further study in the area. Core studies include core required courses and may include core elective courses.</p> <p>See related terms: <i>Core Required Course, Core Elective Course, Elective Course, Liberal Studies, Open Elective, Major</i></p>
Co-requisite	<p>A course that must be successfully completed before, or concurrently with, another course.</p> <p>See related terms: <i>Antirequisite, Course, Prerequisite</i></p>
Course	<p>The smallest formally recognized academic unit of study approved for inclusion in one or more programs, which has a unique course code, title and description recorded in the annual Ryerson calendar.</p> <p>See specific variants: <i>Degree Level Course, Certificate-Level Course, Non-credit Course</i></p> <p>See also related terms: <i>Course Contact Hours, Course Count, Course Hours, Credit Course ,</i></p>
Course Code	<p>A unique alpha-numeric identifier. The letters identify the academic area in which the course is resident, while the digits indicate whether the course is a one- or two-term course. The digits do not necessarily indicate course level.</p>
Course Contact Hours	<p>The hours associated with a given course which may include lecture, seminar, studio, tutorial, and laboratory hours and such activities as internship, online learning, and independent study.</p> <p>A one-term degree level course is normally a minimum of 36 course contact hours (3 hours per week for 12 weeks).</p>
Course Count	<p>A numeric value assigned to each individual course, based on its course hours, and reflecting its value relative to the 40 courses normally making up a program. For example, a one-term degree level course will normally have a course count of one.</p> <p>Exceptions to the standard course counts are noted in the Ryerson undergraduate calendar.</p> <p>See related terms: <i>Course, Course Contact Hours, Course Hours</i></p>
Course Hours	<p>An undergraduate degree program will normally comprise a minimum of 120 course hours. This number is based on the number of courses in the degree program (normally 40) multiplied by the number of weekly course contact hours associated with each course (normally 3) or, expressed another way, it multiplies the weekly course contact hours at full course load (5 courses X 3 hours) by the number of semesters (8).</p> <p>See related terms: <i>Course, Course Contact Hours, Course Count</i></p>

Course Weight	<p>Course academic value is a combination of the GPA weight assigned to a course, the course count assigned to the course and the number of academic terms (course length) assigned to the course. Normally, for example, the GPA weight assigned to a course of 1.0 and the course count of 1.0 will also align with the terms (course length) of 1 academic term.</p> <p><i>Note: there are exceptions to this relationship.</i></p> <p>See also Policy #46: Undergraduate Grading, Promotion, and Academic Standing Policy (“the GPA policy”).</p>
Credit Course	<p>A graded course that constitutes partial fulfilment of certificate, diploma or degree requirements.</p> <p>See related term: <i>Non-credit Course</i></p>
Cumulative Grade Point Average (CGPA)	<p>A cumulative average calculated as an indicator of overall academic performance. Calculated as the sum of the cumulative products of GPA weights and earned grade points, divided by the sum of the cumulative GPA weights, and rounded up to the next higher second decimal place.</p> <p>See related terms: <i>GPA Weight, Term Grade Point Average (GPA)</i></p> <p>See also Policy #46: Undergraduate Grading, Promotion, and Academic Standing Policy (“the GPA policy”).</p>
Curriculum	<p>The prescribed plan of study, approved by Ryerson Senate.</p> <p>See related term: <i>Undergraduate Degree Program</i></p>
Degree Completion Program	<p>An undergraduate program in which students are admitted to either an advanced level of a program or to a specially designed, discrete program, based on the completion of a public (often Ontario) college diploma program. Other admission criteria may be required.</p> <p>(Replaces “<i>direct entry</i>” or “<i>post diploma degree completion</i>” program).</p> <p>See related terms: <i>Bachelor’s Degree, Collaborative Program, Program, Joint Program, Undergraduate Degree Program</i></p>
Degree Level Course	<p>A graded course that constitutes partial fulfilment of the requirements of an undergraduate degree. Such course may also constitute partial fulfilment of the requirements of a certificate and/or diploma.</p> <p>A one-term degree level course is normally a minimum of 36 course contact hours (3 hours per week for 12 weeks).</p> <p>See related term: <i>Certificate Level Course</i></p>
Degree Level Expectations	<p>The knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development. Degree level expectations are established by the Ontario Council of Academic Vice-President (OCAV’s) and are expressed in Ryerson’s Institutional Quality Assurance Process policies.</p>

Degree Program	See "Undergraduate Degree Program" See also Policy # 112: Development of New Graduate and Undergraduate Programs
Double Major	A Senate-approved program with a curricular focus in two areas offering both breadth and depth within the areas of study. See related terms: <i>Concentration, Major, Minor, Optional Specialization</i>
Elective course	A degree level course that is not specifically required within a program of study, providing the student with some choice within the category. Elective courses may be core, open, or liberal studies. See related terms: <i>Core Course, Course, Liberal Studies, Open Elective</i>
Faculty / faculty	When capitalized, an academic unit consisting of teaching departments/schools and established by Senate and the Board of Governors. The head of a Faculty is the Dean. Non-capitalized, the term 'faculty,' for the purpose of this policy, refers to the academic teaching staff of the University. See also Senate Bylaw .
GPA Weight	See Policy # 46: Undergraduate Grading, Promotion, and Academic Standing Policy ("the GPA policy").
Honours	A Senate-approved undergraduate degree designation.
Joint Program	A program of study offered by two or more universities or by a university and a college or institute, in which successful completion of the requirements is confirmed by a single degree document. See also Policy # 110: Institutional Quality Assurance Process ; Policy # 112: Development of New Graduate and Undergraduate Programs ; Policy # 155: Approval of Collaborative Academic Program Agreements .
Liberal Studies	Degree-level courses that are in disciplines outside students' core area(s) of study that develop students' capacity to understand and critically appraise the social, cultural, natural, and physical context in which they will work as a professional and live as an educated citizen. See related terms: <i>Core Course, Core Studies, Course, Elective Course, Open Elective</i>
Major	The primary focus of study within a degree program, offering both breadth and depth within a discipline, area of study, or interdisciplinary subject area. See related terms: <i>Concentration, Core Studies, Minor, Optional Specialization</i>

Minor	<p>A Senate-approved set of degree-level courses with coherence based on discipline, theme and/or methodology. A Minor is distinct from the student's major and is completed on an optional basis in partial fulfilment of the requirements of a degree.</p> <p>See related terms: <i>Concentration, Core Studies, Major, Optional Specialization</i></p>
Non-credit Course	<p>A course which cannot be used to fulfil any certificate, diploma or degree program requirements.</p> <p>See related term: <i>Credit Course</i></p>
Open Elective	<p>Degree level courses students may choose related either to their career paths or their personal interests. Open electives allow students to experience subject matter outside their core area(s) of study(ies), to earn a Minor, and/or to gain greater depth or breadth within their core studies.</p> <p>Students may satisfy open elective program requirements with any degree-level course for which they meet enrolment eligibility – with some exceptions.</p> <p>See related terms: <i>Core Course, Core Studies, Course, Elective Course, Liberal Studies</i></p>
Optional Specialization	<p>An optional Senate-approved set of distinct degree-level courses that students must successfully complete, where at least some courses in the optional specialization are completed in addition to the student's degree program requirements.</p> <p>See related terms: <i>Concentration, Double Major, Major, Minor</i></p>
Optional Specialization in Zone Learning	<p>An optional specialization, external to the student's degree program, that requires the successful completion of a single non-credit course (CEDZ-100) over a specified number of terms.</p>
Post-baccalaureate Program	<p>Requires the completion of a bachelor's degree program for admission. Post-baccalaureate programs normally lead to a second bachelor's degree, a certificate, or a professional credential.</p>
Prerequisite	<p>A requirement, usually a course, that must be successfully completed prior to be eligible to enrol in another course.</p> <p>See related terms: <i>Antirequisite, Co-requisite</i></p>
Professional Accreditation	<p>Review at the provincial, Canadian or international levels by professional bodies of some university programs.</p>
Program	<p>See "Undergraduate Degree Program"</p>
Program balance	<p>The percentage of a program drawn from each of the three categories of degree level courses—core, open elective, and liberal studies—in a program.</p> <p>See related terms: <i>Core Course, Core Studies, Liberal Studies, Open Elective</i></p>

Program Department	The academic unit (department/school) responsible for the development, delivery and administration of one or more programs. See related terms: <i>Faculty, Teaching Department</i>
Semester	See <i>Term</i>
Senate	Subject to the approval of the Board of Governors with respect to the expenditure of funds, Senate has the power to regulate the educational policy of the University including, but not restricted to, making recommendations to the Board with respect to the establishment, change or termination of programs and courses of study, schools, divisions and departments; and determining the curricula of all programs and courses of study, the standards of admission to the University and continued registration therein, and the qualifications for degrees, diplomas and certificates of the University. See also Ryerson University Act , Article 10.
Specialization	See <i>Optional Specialization</i>
Teaching Department	The academic unit (department/school) responsible for the development, delivery and administration of a course. See related terms: <i>Program Department, Faculty</i>
Term	A teaching term is 12 weeks, except for Bachelor of Engineering programs, which have a 13-week term. Students are evaluated and awarded credits for successful completion of enrolled courses at the end of each term.
Term Grade Point Average (GPA)	A term average calculated as an indicator of overall academic performance. Calculated as the sum of the term products of GPA weights and earned grade points, divided by the sum of the term GPA weights, and rounded up to the next higher second decimal place. See also <i>Cumulative Grade Point Average (CGPA), GPA Weight</i> . See also Policy #46: Undergraduate Grading, Promotion, and Academic Standing Policy (“the GPA policy”).
Undergraduate Degree Program	The complete set and sequence of courses, combination of courses, or other units of study, research and practice prescribed by the University for the fulfilment of a baccalaureate degree. Degrees are granted for meeting the established requirements at the specified standard of performance consistent with the University’s Undergraduate Degree Level Expectations (UDLEs). See also Institutional Quality Assurance Policies (#110, #112, #126, #127) for a baccalaureate/bachelor’s degree: honours. See also <i>Collaborative Program, Degree Completion Program, Joint Program, Program</i>

11. POLICY #2 –APPENDIX 2: UNDERGRADUATE DEGREE LEVEL EXPECTATIONS (UDLES)

The Undergraduate Degree Level Expectations (UDLEs), established by the Ontario Council of Academic Vice-Presidents (OCAV) and endorsed by the Council of Ontario Universities (COU), are part of Ryerson’s [Institutional Quality Assurance Process](#) (IQAP, Senate [Policy #110](#)) and establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis.

EXPECTATIONS	BACCALAUREATE/BACHELOR’S DEGREE: HONOURS <i>This degree is awarded to students who have demonstrated the following:</i>
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c. A developed ability to: <ul style="list-style-type: none"> i. Gather, review, evaluate and interpret information; and ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d. A developed, detailed knowledge of and experience in research in an area of the discipline; e. Developed critical thinking and analytical skills inside and outside the discipline; f. The ability to apply learning from one or more areas
2. Knowledge of Methodologies	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.

3. Application of Knowledge	<ul style="list-style-type: none"> a. The ability to review, present and critically evaluate qualitative and quantitative information to: <ul style="list-style-type: none"> i. Develop lines of argument; ii. Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii. Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv. Where appropriate use this knowledge in the creative process; and b. The ability to use a range of established techniques to: <ul style="list-style-type: none"> i. Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii. Propose solutions; iii. Frame appropriate questions for the purpose of solving a problem; iv. Solve a problem or create a new work; and c. The ability to make critical use of scholarly reviews and primary sources
4. Communication Skills	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>
5. Awareness of Limits of Knowledge	<p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>
6. Autonomy and Professional Capacity	<ul style="list-style-type: none"> a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> i. The exercise of initiative, personal responsibility and accountability in both personal and group contexts; ii. Working effectively with others; iii. Decision-making in complex contexts; b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and c. Behaviour consistent with academic integrity and social responsibility.

POLICY 2: UNDERGRADUATE CURRICULUM STRUCTURE

PROPOSED IMPLEMENTATION PLAN for consideration by Senate 05 December 2017

This document presents a proposed implementation plan for the proposed new curriculum structure that includes a new liberal studies governance structure and the replacement of professionally related courses in undergraduate programs in all Faculties with open electives, pending Senate approval of Policy 2: Undergraduate Curriculum Structure.

1. IMPLEMENTATION OF NEW LIBERAL STUDIES GOVERNANCE STRUCTURE

Presuming Senate approval, the new liberal studies governance structure should be implemented as of the Winter 2018 term. This would entail the Vice Provost Academic striking a Liberal Studies Curriculum Committee, as per Policy 2, by the end of April 2018. Proposals for new liberal studies courses would be submitted to the Vice Provost Academic by a deadline date in May 2018, to be reviewed by the Liberal Studies Curriculum Committee in June 2018. The Committee's recommendations for the approval of new liberal studies courses would be submitted to the Academic Standards Committee in September 2018.

2. IMPLEMENTATION OF OPEN ELECTIVES

Presuming Senate approval, the implementation of open electives in undergraduate programs in all Faculties would involve a two-phase process: Phase 1: Requisite Review; and Phase 2: Programs Transition to open electives. Each phase is described below.

Implementation Phase 1: Requisite Review

Phase 1 involves the implementation of a no-table open elective system adopted as part of Policy 2. Since every course (except liberal studies) in this system will be an open elective unless otherwise designated, this phase requires all Teaching Departments/Schools to conduct a course requisite review of all their undergraduate courses to determine the precise nature of any restrictions that may be applied. While the requisites obviously apply to the students of the programs offered by each Teaching Department/School, they will also affect the students of *other* Program Departments/Schools.

Implementation Phase 2: Programs Transition to Open Electives

Phase 2 involves the transition of undergraduate programs in all Faculties to the new curriculum structure. This phase requires Program Departments/Schools to revise their curricula in accordance with the adopted new model. For most Program Departments/Schools, the major change involves re-naming "professional" and *required* professionally-related courses (whether required by course number or as part of a limited set of courses) to "core" courses and the transition from program-determined "Professionally-Related Table(s)" to "Open Electives" that are selected by the student.

Proposed Roll-Out Plan

A. Implementation Phase 1: Requisite Review

Teaching Departments/Schools will be required to conduct a requisite review of all their active undergraduate courses.

- Different deadline dates will be specified for Faculties to submit their reviewed courses in the following proposed order. Later deadlines will be given to programs in Faculties that may have more complex requisite reviews.
 1. Faculty of Arts (FoA)
 2. Faculty of Engineering and Architectural Science (FEAS)
 3. Faculty of Science (FoS)
 4. Faculty of Communication and Design (FCAD)
 5. Faculty of Community Services (FCS)
 6. Ted Rogers School of Management (TRSM)

B. Implementation Phase 2: Programs transition to Open Electives

Program Departments/Schools will each revise their curriculum to transition to the adopted new model. Depending on the nature of the curriculum change, a proposal to the Academic Standards Committee may be required. Such proposals must be submitted no later than June 30 in the year prior to the scheduled year of open elective implementation.

To prepare to move to open electives, Program Departments/Schools must also decide which courses they do **not** want their students to select as open electives. Different deadline dates will be specified for Faculties to submit their revised curricula to move to open electives. The proposed order is as follows.

- Programs in FCAD¹, FEAS², FoS³, and FoA⁴ will transition first.
- Subsequently, programs in the TRSM and FCS will transition to the new curricular model.

NOTE: Programs undergoing major curriculum modifications, regardless of their Faculty, may transition to open electives after the completion of Phase 1 *at the earliest*.

¹ Only four of eleven programs in FCAD are not already using the current open elective table (Performance/Acting/Dance; Fashion; Image Arts; Interior Design).

² FEAS will be relatively unaffected by this phase, because open electives do not form part of its programs.

³ Only three of seven programs in FoS (Biology; Chemistry; Medical Physics) are not already using the open elective pilot.

⁴ FoA's "common platform" will make implementation relatively straightforward.

C. Implementation Phase 1 and Phase 2 Timeline

The Implementation of Phase 1 and Phase 2 will require at least **three (3) years**, and that timeline assumes that:

- 1) all departments and schools complete their requisite review and curriculum changes by their specified deadline date, and
- 2) the Curriculum Management unit receives sufficient resources to implement open electives.⁵

If implementation of open electives begins in January 2018, the earliest date at which all Ryerson undergraduate programs will be transitioned to the revised curriculum structure is Fall 2021. See Appendix I for a timeline of implementation based on a start date of January 2018 and a target completion date of Fall 2021.

D. Ongoing

The Curriculum Implementation Committee will continue to monitor and assess implementation, and will also provide policy advice to programs in the second phase of implementation, and to those doing program restructuring. Ongoing education for all department and school personnel (both academic and staff administrators) will help ensure that they are equipped with the necessary information to accomplish implementation and ongoing maintenance.

⁵ The Curriculum Management unit, which will be tasked with the roll out of this initiative, requires both short term and longer term resources to ensure this initiative is successful. Curriculum Management will need to create all the coding and programming necessary to support the new curriculum structure while also doing all the coding and programming to maintain the old curriculum structure until the new one is fully implemented and operational in all programs University-wide. The volume of the work is significant: Ryerson has 62 active undergraduate programs and 170 plans that will need to be re-written. In anticipation of Senate approval of the new curriculum structure, the Registrar has submitted to the Provost a request for resources to implement the open elective curriculum across all Ryerson undergraduate programs.

Appendix I: Policy 2 Implementation Timelines

The following timeline is proposed for the implementation of Policy 2, assuming a start date of January 2018 and a target for completion of Fall 2021.

Proposed Roll-Out Plan

A. Implementation Phase 1: Requisite Review

- January 2018 – October 2019 (approx. 1-1/2 years)
 - Teaching Departments/Schools conduct a requisite review of all their active undergraduate courses.
 - Faculties submit their reviewed courses in the following proposed order.
 1. Faculty of Arts (FoA)
 2. Faculty of Engineering and Architectural Science (FEAS)
 3. Faculty of Science (FoS)
 4. Faculty of Communication and Design (FCAD)
 5. Faculty of Community Services (FCS)
 6. Ted Rogers School of Management (TRSM)
- March 2020: 2020-2021 undergraduate calendar is released.
 - All requisites take effect.

B. Implementation Phase 2: Programs Transition to Open Electives

Program Departments/Schools revise their curriculum to transition to the adopted new model.⁶

- **October 2019:** FCAD, FEAS, FoS, and FoA submit calendar changes to be effective Fall 2020 (with the 2020-21 calendar).
- **Sept 2020** (with start of Fall 2020 term): FCAD, FEAS, FoS, FoA and all current programs on the current open elective table move to open electives.
- **October 2020:** TRSM and FCS submit calendar changes to be effective Fall 2021 (with the 2021-22 calendar).
- **Sept 2021** (with start of Fall 2021 term): TRSM and FCS move to open electives.

Implementation Phase 1 and Phase 2 Timeline

- **December 2017:** Senate approves Policy 2.
- **February 2018 – October 2019:** Curriculum Management provides **in-service sessions** for departments and schools to help provide direction with their open elective course review to:

⁶ Depending on the nature of the curriculum change, a proposal to the Academic Standards Committee may be required. Such proposals must be submitted no later than June 30 in the year prior to their scheduled year of open elective implementation.

- identify the courses that will be made available only to students of specific programs (enrollment restrictions) as per Policy 2;
 - determine what preparation is needed for success in the course (i.e., meaningful requisite structure);
 - decide which Year 1 or Year 2 courses require a ‘warning note’ to be included in the course description advising that reasonable success requires proper preparation via completion of particular high school course(s) or equivalent(s); and
 - identify similar courses offered by other Teaching Departments/Schools, consult with other similar course content providers to determine antirequisites or removal of duplication of course offerings, etc.
- **March 2018 – October 2019:** Program Departments/Schools **review courses and submit the course changes**, as needed, for the courses to be available as open electives in the 2020-2021 undergraduate calendar for Fall 2020 enrolment.
 - **Note 1: During this time, ongoing curriculum management will continue to take place.**
 - **Note 2: This review could take much longer to complete depending on Program Department/School needs. This course review is a foundational step in the process. Program Departments/Schools are encouraged to begin the process as soon as possible to avoid two negative consequences:**
 - **If Program Department/Schools have not completed their own review of requisites and open elective exclusions by the deadline date, ALL their courses will become open to ALL students, university-wide that are in programs with the new open elective structure;**
 - **If the review is not completed by September 2019, the timeline of the roll-out of the implementation plan will shift to one academic year later.**
 - **June 2019** (for implementation in Fall 2020): Submission to the Academic Standards Committee, where necessary,⁷ of revised program curricula of first non-pilot programs showing the new open elective structure (i.e. non-table open electives).
 - **July 2019 – October 2019:** By August 15, 2019, all course changes and new courses are received by Curriculum Management to be vetted and coded into SAS in preparation for the new open electives roll-out for the Fall 2020 term. Curriculum changes to programs not yet scheduled to adopt the new open electives will continue to be submitted and implemented.
 - **November 2019 deadline** for Senate approval of first non-pilot programs with the new version of open electives for implementation for the Fall 2020 term.
Approval of changes to programs with old curriculum structure continues.
 - **November 2019 – December 2019:** Preparation of Senate-approved curriculum changes for coding into SAS and for publication in the 2020-21 undergraduate calendar.

⁷ If the curriculum revisions are a Category 3 Minor Modification or a Major Modification, a proposal to the Academic Standards Committee is required by this deadline, to be reviewed prior to or by the November 2019 Senate meeting.

- **January 2020:** First non-pilot programs with the new open electives have Academic Advising build and code this structure into SAS for implementation for the Fall 2020 term. Changes to programs with old curriculum structure continue and continue to be coded into SAS.
- **March 2020:** The new open electives are launched with publication of the 2020-21 undergraduate calendar. All courses – other than those excluded, such as liberal studies; specific program courses; courses for students of specific programs, etc. – are now available as open electives.
- **March 2020:** The revised curricula of the first non-pilot programs with the new open elective structure are published in the 2020-21 undergraduate calendar.
- **June 2020:** Programs in two remaining Faculties modify their curriculum based on the new curriculum structure that includes open electives and submit a proposal to the Academic Standards Committee, where necessary (see footnote 2).
- **November 2020:** Senate approves remaining curriculum changes to programs that transition to open electives.
- **November 2020 – December 2020:** Preparation of Senate-approved curriculum changes for coding into SAS and for publication of the 2021-22 undergraduate calendar in March 2021.
- **Fall 2021:** 2021-22 undergraduate calendar takes effect
- **All undergraduate programs will have transitioned to open electives by Fall 2021.**

NOTE: Programs undergoing major curriculum modifications, regardless of their Faculty, may transition to open electives, effective Fall 2020 *at the earliest*.

**YEATES SCHOOL OF GRADUATE STUDIES (YSGS) REPORT TO SENATE
October 17, 2017**

In this report the Yeates School of Graduate Studies Council (YSGS Council) brings to Senate its evaluation and recommendation on the following item:

- **New Program Proposal – Master of Health Administration (Community Care)**

YSGS Council recommends: *That Senate approve the new program proposal for the Master of Health Administration (Community Care) program.*

Submitted by:

A handwritten signature in blue ink, appearing to read "J Mactavish", with a large, sweeping underline.

Jennifer Mactavish, Vice-Provost and Dean
Yeates School of Graduate Studies Council

Attached is the report to Senate from YSGS Council for the upcoming November 7th meeting. The only item for this meeting is the new program proposal for the Master of Health Administration (Community Care).

The peer review team for the program consisted of members from Western University, and McMaster University. The program was deemed a good fit with the goals of both Ryerson University and the School of Health Services Management in TRSM.

The proposal was reviewed by the Program and Planning Committee (PPC) on September 28, 2017 and brought to YSGS Council on October 10, 2017 where it was recommended to send to Senate for approval.

Attached is the full program proposal with the CVs removed, the PRT report and the program and YSGS responses to the PRT report.



New Graduate Program Proposal

Master of Health Administration (Community Care) MHA(CC)

School of Health Services Management (SHSM)
Ted Rogers School of Management (TRSM)

Submitted: March 30, 2017
Last Updated: Sept 29, 2017

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INTRODUCTION AND SUMMARY

This proposal provides a description and overview of the societal need and viability of a proposed full-time Master program, to be offered by the School of Health Services Management (SHSM), in the Ted Rogers School of Management (TRSM), commencing Fall 2018.

The Ryerson Master of Health Administration in Community Care (MHA(CC)) will be the first program in Canada to offer a graduate degree in community health administration and management. The MHA(CC) will address the demand for skilled managers in private, public and not-for-profit organizations that plan, coordinate, and deliver clinical and supportive healthcare in the community.

Care in the community is growing in importance as policy-makers act to move more healthcare services from institutional to home and community settings. As the population ages and the prevalence of chronic disease increases, integrated models that ease access to and transitions between services, while controlling costs, are necessary. This care, both clinical treatments and daily living supports, is provided and/coordinated by public, not-for-profit and for-profit organizations, large and small, working in networks, financed both publicly and privately. These activities require mobile information technologies for coordination, and telecommunication tools that enable care to be delivered at a distance. The emphasis of this overall orientation is reflected by a Ministry of Health and Long Term Care goal, “connecting services and providing more coordinated care in the community”, announced in several key policy documents, including the 2016-17 provincial budget.¹

This dynamic and complex sector requires innovative and entrepreneurial managers. The Ryerson MHA(CC) is designed for degree-holders in the Greater Toronto and Hamilton Area (GTHA) who are working in, or want to transition into health care. The curriculum is comprised of six courses plus a capstone project, a group project addressing a key issue in the community care sector or seven courses and a Major Research Paper (MRP). There are five core courses: *Comparative Health Care Policy*, *Strategy in the Home and Community Care Sector*, *Management in Home and Community Care*, *Information Technology for Home and Community Care*, and *Performance in Home and Community Care*. Students have the choice of taking: (1) *Solving a Community Care Problem* (default) or (2) *Research and Communication for Managers* (an existing MBA course) and completing a MRP. The optional MRP is an applied research report for a health services provider-partner in the community.

The program focus is on care in the community, and its modular format and reasonable tuition position it favourably and uniquely in the broad GTHA market for healthcare management graduate programs. The proposed program, the centrepiece of the SHSM’s Academic Plan, leverages the SHSM’s current capabilities developed over more than two decades of delivering a degree-completion Bachelor of Health Administration (BHA), part-time to health care professionals. As a growing number of potential candidates hold undergraduate degrees, it is imperative that the SHSM naturally progress to offer a graduate degree to sustain its vision to

¹ Ministry of Finance. *Jobs for Today and Tomorrow. 2016 Ontario Budget.* http://www.fin.gov.on.ca/en/budget/ontariobudgets/2016/papers_all.pdf, p. 118.

be a national leader in flexible and innovative management education and applied research for career health professionals.

The MHA(CC) is aligned with the current Ryerson University academic plan, *Our Time to Lead*², as it will prepare students for professional advancement in health services management while engaging them in the community sector, where health care is increasingly delivered. The program contributes most directly to a key TRSM academic priority by establishing a graduate presence in an important and growing field, while augmenting the TRSM's graduate offerings.

On behalf of The School of Health Services Management,

Dr. James Tiessen, Director

March 27, 2017

² Ryerson University Academic Plan: Our Time to Lead can be found online
<http://www.ryerson.ca/provost/planning/>

Approval and Support Letter from Dean Steven Murphy, TRSM



OFFICE OF THE DEAN, TED ROGERS SCHOOL OF MANAGEMENT

MEMORANDUM

TO: Chris Evans, Provost; Jennifer Mactavish, Dean, Yeates School of Graduate Studies

FROM: Steven Murphy, Dean, Ted Rogers School of Management

DATE: September 1, 2016

SUBJECT: Support for the degree program *Master of Health Services Management in Community Care*

I am very pleased to endorse the advancement of this program proposal for a *Master of Health Services Management in Community Care (MHACC)* degree in the Ted Rogers School of Management (TRSM).

The expansion of graduate program offerings is a key objective in the 2014-2019 TRSM Academic Plan. Having grown to the largest undergraduate business school and gained AACSB accreditation, the next step in the evolution of our School is to further develop graduate programs and enhance our research culture. The *Master of Health Services Management in Community Care* will further establish a graduate presence and community engagement in an important sector. It will meet a demonstrated need in the health education marketplace, as healthcare professionals from a variety of disciplines continue to require advanced management knowledge and skills.

The additional students in this program will be accommodated from within TRSM's existing allocation of Masters spaces and funding envelope; therefore, no new spaces are required. The *Master of Health Services Management in Community Care* will be a welcome and complementary program to our MBA programs and the Master of Science in Management.

I appreciate your consideration of this program and its contributions to graduate education at Ryerson and TRSM.

Respectfully,

A handwritten signature in black ink, appearing to read "S. Murphy".

ADDRESS: 55 Dundas St. West ROOM: 3-009 TEL: 416-979-5000 ext 2012
MAILING ADDRESS: 350 Victoria Street, Toronto, Ontario, Canada M5B 2K3
WEB: www.ryerson.ca/tedrogersschool



MASTER of HEALTH SERVICES MANAGEMENT in COMMUNITY CARE (MHA(CC))
NEW GRADUATE PROGRAM PROPOSAL

1. BASIC INFORMATION

1.a. Program General Information

1.a.i. Name of the Program & the Proposed Degree Designation

Master of Health Administration in Community Care (MHA(CC))³.

1.a.ii. Identification of the Designated Academic Unit

School of Health Services Management (SHSM).

1.a.iii. Program Governance Structure

The MHA(CC) will be based in the SHSM in the Ted Rogers School of Management (TRSM) and will operate under the auspices of the TRSM Graduate Program Council, and Faculty Council. The program, within TRSM, will be governed both by the Yeates School of Graduate Studies (YSGS) and the TRSM Faculty Council Graduate Committee, under the auspices of the Vice-Provost and Dean of YSGS and Dean of TRSM, respectively.

The proposed program will cooperate with the current TRSM graduate programs, the Master of Business Administration (MBA) and the Master of Science in Management. The MHA(CC) program committee, comprising the SHSM faculty, program student representatives, Associate Dean (Research and Graduate Studies), and the Directors of the MBA and Master of Nursing programs. The School Council of the SHSM remains as the decision-making body for curriculum and other significant decisions affecting the program, similar to the School Council's role with respect to the undergraduate program.

The program will have a designated Graduate Program Director, who will oversee the overall coordination of the program and will directly supervise the 0.5 FTE Administrative Assistant for the program.

1.a.iv. Principle Faculty Members involved in Proposal Development

Dr. James Tiessen, Director, Associate Professor

Dr. Pria Nippak, Associate Professor

Dr. Karen Spalding, Associate Professor

Dr. Julien Meyer, Assistant Professor

1.b. Program Overview

³ The Master of Health Administration in Community Care (MHA(CC)) was formally renamed from A Master of Health Services Management in Community Care (MHSM(CC)) as of July 13, 2017. The Library Report, Letters of Support, and Alumni/Current Student Survey reflect the former name.

1.b.i. Program Rationale

The goal of the MHA(CC) program is to graduate students who can actively, effectively, efficiently and ethically manage, lead and/or start organizations that coordinate and/or deliver health care and support to people living in the community. Ryerson will be the first University in Canada to offer a graduate degree focusing on community health management and administration.

The Canadian Institute of Health Information's (CIHI) offers a useful definition:

“Community care is delivered in private homes, retirement communities, residential or long-term care homes and community clinics.

Community care programs are designed to

- Help people maintain optimal health and function
- Prevent or delay admissions to hospitals
- Support hospital discharge and follow-up”⁴

Care in the community is growing in importance as policy-makers act to move more healthcare services from institutional to home and community settings. As the population ages and the prevalence of chronic disease increases both in the pediatric and adult populations, integrated models that ease access to and transitions between services, while controlling costs, are necessary. This care, both clinical treatments and daily living supports, is provided and/coordinated by public, not-for-profit and for-profit organizations, large and small, working in networks, financed both publicly and privately.

These activities require mobile information technologies for coordination, and telecommunication tools that enable care to be delivered at a distance. The emphasis of this overall orientation is reflected by a Ministry of Health and Long Term Care goal, “connecting services and providing more coordinated care in the community”, announced in several key policy documents, including the 2016-17 provincial budget.⁵

1.b.ii. Societal Need

The Ontario government has been taking steps over the past few years to improve care in the community, in patients' or clients' homes.⁶ A 2015 report, *Bringing Care Home*, commissioned by the Ontario Ministry of Health and Long Term Care (MOHLTC) states:

A client's 'home' is wherever that person resides. It can be a private residence, supportive housing, retirement home or just about anywhere except a hospital. A person's community includes more than just a residence; it includes any location

⁴ CIHI. Community Care. <https://www.cihi.ca/en/community-care>.

⁵ Ministry of Finance. *Jobs for Today and Tomorrow. 2016 Ontario Budget*. http://www.fin.gov.on.ca/en/budget/ontariobudgets/2016/papers_all.pdf, p. 118.

⁶ In this document we use the term “client” to refer to people supported at their home in the community, to reflect general practice. The term “patient” is also used, for example in some Ministry of Health and Long Term Care communication and legislation.

where services are provided for individuals who live at home, including, for example, clinics, schools and recreation centres.⁷

In Ontario, regional health authorities, known as Local Health Integration Networks (LHINs) are responsible for funding, administering and coordinating services and support for clients in the community. Professional services (nursing, occupational therapy, physiotherapy, speech language pathology, social work) and non-professional services (personal support, respite) are delivered by contracted for-profit and not-for-profit service providers. The Community Support Services (CSS) sector, largely not-for-profit and volunteer driven, are also funded by the LHINs. CSS agencies deliver services such as homemaking, meal delivery, adult day programs, and social support programs.

The home and community care sector is undergoing significant change as the Ontario government is acting on recommendations of a 2015 policy brief, *Client's First: A Roadmap to Strengthening Home and Community Care*, by the MOHLTC. The December 7, 2016 passing of Bill 41, the *Patient's First Act*, confirms the province's commitment to more and better coordinated and accountable homecare. A key element of the legislation is dismantling Community Care Access Centres (CCACs) that, under LHINs, have been responsible for determining needs and arranging for health services and supports at home. The MOHLTC states that the Act will "enhance accountability by giving LHINs powers to investigate or supervise health service providers and negotiate service accountability agreements with the providers".⁸ Within LHINs, smaller regional planning areas will be established to better tailor services for local needs. LHINs also will become responsible for primary care planning, to improve access to physicians and nurse practitioners during evenings and weekends.

The Patient's First Act is a realization of a 2015 policy brief, *Patient's First: A Roadmap to Strengthening Home and Community Care*, by the MOHLTC, that supported many of the recommendations from the *Bringing Care Home Report*. The overarching goals of the *Patient's First* home and community care agenda are to "put clients and caregivers first", "improve client and caregiver experience", "drive greater quality, consistency, and transparency", "plan for and expand capacity", and "modernize delivery".⁹ The *Patient's First* plan proposes an increase to funding for home and community care by five percent annually, an increase of \$750 million from 2015-2018.¹⁰ In July 2015, the MOHLTC announced an additional \$100 million for home care clients with high needs and their

⁷ Gail Donner, Joe McReynolds, Kevin Smith, Cathy Fooks, Samir Sinha and Donna Thomson. 2015. *Report of the Expert Group on Home and Community Care, Bringing Care Home*. Toronto: Ministry of Health and Long Term Care. http://health.gov.on.ca/en/public/programs/ccac/docs/hcc_report.pdf, p. 6.

⁸ Ministry of Health and Long Term Care (Ontario). *Background. The Patients First Act*. 2016. <https://news.ontario.ca/mohltc/en/2016/12/the-patients-first-act.html>.

⁹ Ministry of Health and Long Term Care (Ontario). *Patient's First: A Roadmap to strengthening home and community care*. 2015. <http://www.health.gov.on.ca/en/public/programs/ccac/roadmap.pdf>, p. 4.

¹⁰ Ibid, p. 7.

caregivers.¹¹ No other health care sector is realizing these types of monetary investment by government.

The continued growth of the home and community care sector and its increasing importance in the greater health system, necessitates graduate-level trained managers. The Canadian Home Care Association in its 2016 *Action Plan* highlights education needs in this sector, stating that “transformation change requires adaptive leadership; these skills are in their embryonic stage in the home care sector”.¹² The proposed program’s focus, on innovation and analytics, and its modular-format, position it favourably in the broader GTHA “market” for healthcare management graduate programs. Moreover, Ryerson’s convenient location and reasonable tuition support the expectation that the program will attract a stream of high quality students.

The healthcare sector, comprising about 11% of national GDP and 42% of the government of Ontario’s spending, faces challenges in meeting the demands driven by technological innovation, high patient expectations and the aging population.¹³ The demographic challenge is predictable. In 2013 about 15% of Ontario residents were 65 or older. This ratio is projected to rise to 20% in 2024-25 and 24% in 2034-35.¹⁴ This has led to two overarching trends.¹⁵ The first is that policy-makers are acting to enable care to be delivered to people in their homes, rather than in institutional settings. This applies to a range of needs, including pediatric and chronic care, mental health and addiction, as well as senior care and support. The second is that the providers of care are required by payers to be more accountable and transparent as funding is increasingly linked to patient outcomes and the quality of care delivered.

With respect to the first trend, *Ontario’s Action Plan for Health Care*, introduced in 2012, stressed health promotion and prevention, local care integration, and the formation of more family health teams. Further, the *Plan* states: “The most significant part of our plan focuses on ensuring clients are receiving care in the most appropriate setting, wherever possible at home instead of in hospital or long-term care.”¹⁶ The report, *Bringing Care Home*, mentioned above, underlines this need:

In Ontario, our health system aims to put clients at the centre with the right care, at the right time, in the right place. And the right place for many

¹¹ MOHLTC. 2015. Accessed July 22, 2016: <https://news.ontario.ca/mohltc/en/2016/07/ontario-investing-an-additional-100-million-this-year-in-home-and-community-care.html>.

¹² Canadian Home Care Association. 2016. *Better Home Care in Canada: A National Action Plan*. p. 19. <http://www.homecareontario.ca/docs/default-source/publications-mo/better-home-care-rpt-oct.pdf?sfvrsn=8>.

¹³ Advisory Panel on Healthcare Innovation. 2015. *Unleashing innovation: Excellent Health care for Canada*. <http://www.healthycanadians.gc.ca/publications/health-system-systeme-sante/report-health-care-innovation-rapport-soins/index-eng.php>.

¹⁴ Ministry of Finance (Ontario). 2014. *Selected Demographic Characteristics of Ontario, 2001-2036 - Reference Scenario*. <http://www.fin.gov.on.ca/en/economy/demographics/projections/table8.html>.

¹⁵ These trends are apparent in all developed countries.

¹⁶ Ministry of Health and Long Term Care (Ontario). 2012. *Ontario’s Action Plan for Health Care*. http://www.health.gov.on.ca/en/ms/ecfa/healthy_change/docs/rep_healthychange.pdf, p. 11.

*Ontarians is in their homes. Over one million Ontarians and their families receive home and community care today.*¹⁷

From 2004 to 2014 Ontario government spending on home and community care doubled, to \$3.2 billion, about 6% of the total health budget.¹⁸ As the government announced its 2016-17 budget, it restated its commitment to expanding funding for home and community care yearly by 5% through 2017-18.¹⁹ The commitment to improving home and community care was confirmed in late 2016 with the passing of *Bill 41, The Patient First Act*, mentioned above. The federal government too is committed to increasing home and community care. This was shown by 2017 agreements with provinces that allocated funds specifically for use in the sector.

The second trend has arisen because increasing costs mean healthcare is attracting more scrutiny as the health system is challenged to efficiently meet the growing demand for care. The movement towards funding approaches that emphasize clinical and financial performance is occurring across the sector, including community and home care. One of the *Bringing Care Home* report's recommendations is "that the Ministry of Health and Long-Term Care tie funding for home and community care services (e.g. home care, community support services, primary care) to the achievement of clearly defined outcomes and results."²⁰

This environment demands analytical skills of administrators in LHINs and service provider organizations that work with them. Managers need to understand how to collect and use demographic, epidemiological, financial, and service performance data to make evidence-informed decisions, a key element of the proposed program. Moreover, home and community organizations face multiple accountability requirements from a diverse array of stakeholders.²¹ As evidenced by a recent report by Accreditation Canada and the Canadian Home Care Association, home care organizations are required to not only deliver high-quality services, but must be able to systematically demonstrate adherence to industry standards.²² Given the increasing emphasis on quality and accountability by government, non-governmental organizations, as well as by clients and families, home care providers and managers must be equipped with competencies that are central to the MHA(CC) program.

1.b.iii. Anticipated Student Demand

The program will attract candidates living in the GTHA with current or past experience working in the health services sector. Prospective students will be undergraduate

¹⁷ Donner et al, p. 1.

¹⁸ Ibid, p. 6.

¹⁹ Ministry of Finance (Ontario). *Transforming Health Care*. Available <http://www.fin.gov.on.ca/en/budget/ontariobudgets/2016/bk8.pdf>.

²⁰ Donner et al, p. 31.

²¹ Carolyn Steele Gray, Whitney Berta, Raise B. Deber, and Janet Lum. Home and Community Care Sector Accountability. *Healthcare Policy*. 2014, 10(SP): 56-66.

²² Accreditation Canada and the Canadian Home Care Association. *Home Care in Canada: Advancing quality improvement and integrated care*. 2015, <http://www.cdnhomecare.ca/media.php?mid=4328>.

degree holders from an accredited university with a minimum B average. Preference will be given to those currently working in organizations delivering or coordinating healthcare services. Workers and managers in public health, primary care settings (Community Health Centres, Family Health Teams), long term care, or community-based mental health or addiction agencies are also ideal candidates. Acute care sector employees will be interested in the program as well, particularly if their work involves patient transitions to and from the community. International medical graduates will also see value in the program, especially since employment prospects are strong in this burgeoning sector.

The enrolment goal is 20-25 students. Students will be expected to have foundational familiarity with the healthcare sector and statistics, demonstrated by their academic record and/or work experience.²³

Province-wide, about 31% of regulated health care professionals have undergraduate degrees, including 27% of Registered Nurses. Increasingly, professional health care programs, including nursing (since 2005), have been acquiring degree status, and thereby increasing the number holding this qualification²⁴. Many of these people seek Master's credentialing to advance into administrative roles. Also, professions such as occupational therapy and physiotherapy require graduate-level training. Thus, advanced qualification in health care is increasingly becoming the norm in the field.

A downtown Toronto, modular, MHA(CC) program can draw from a significant pool. Broadly the Toronto Central LHIN, where Ryerson University is located, has 170 health provider organizations, including 17 hospitals, 37 long term care facilities and 17 community health centres. In 2011, this LHIN had 19,327 registered nurses and 12,354 other regulated healthcare professionals (not including physicians)²⁵. There are 33,000 more of these professionals in the LHINs that border on the Toronto Central LHIN. Notably these figures do not include people holding degrees or designations in non-regulated health professions such as informatics or health information management, who also will be attracted to the proposed program.

The employment prospects for graduates from this proposed program are significant. The Conference Board of Canada in 2012 estimated that home and community care services comprised about 5% of all healthcare spending, or about \$9-10 billion. The

²³ If they are lacking either, they may be required to take courses from the current Bachelor of Health Administration program. These courses would include the existing undergraduate courses HSM 301 (The Healthcare Systems) and HIM 408 (Statistics for Healthcare Managers), both offered in class and online. The courses could be taken prior to admission or in some cases, during the program.

²⁴ For example, there now are degree programs in medical radiation science (McMaster), radiation therapy (University of Toronto/Michener Institute), and health information science (Conestoga College). In the past, these were typically diploma programs.

²⁵ HealthForceOntario, Ministry of Health and Long Term Care. Health Professions Database 2011 Stat Book. <http://www.healthforceontario.ca/UserFiles/file/PolycymakersResearchers/HPDB-2011-stat-book-en.pdf> The other regulated health care professionals category does not include physicians.

sector accounted for about 76,000 to 99,000 full time equivalent jobs.²⁶ As noted above, this sector is growing as policy is shifting care from hospitals to home.

Survey and Consultation of Stakeholders

Stakeholder views of the program were assessed by (1) an online survey of individuals and (2) consulting home and community care organizations.

The survey (see Appendix F) collected information on potential students' and employers/recruiters' interest in, and assessments of and suggestions for the proposed program. This was available from January to March 2017 and included a brief summary of the program features to be provided. The survey was distributed to SHSM students and alumni, organizations contacted as we developed the proposal and posted on the website of the Canadian Research Network for Care in the Community (CRNCC).²⁷

There were nearly one hundred responses. About 70% were potential students, 14% potential employers or recruiters, and 2% were in both of these categories, and the remainder were "other". Ryerson alumni comprised the bulk, 87%, of the sample. Most work in healthcare, including 30% who are in organizations related to delivering care and/or support in the community.

The survey showed strong support for the program, as nearly 90% indicated there probably or definitely is a need for the MHA(CC), including two thirds of the potential employer/recruiters who indicated there is a definite need. More than 80% saw the program as appealing to themselves as students. Particularly there was strong support for the focus on care in the community, that Ryerson University is delivering the program, and the modular format.

Respondents contributed comments that highlighted the uniqueness of the program focus. For example, one respondent said:

"This is a program that [is] long overdue seeing that there has been such a focus on community health care. Most programs tend to focus on traditional hospital management - this program will be a welcome addition to healthcare management".

The survey also sought and received suggestions for curriculum focus. One informed respondent recommended that the curriculum address:

"Managing inter-sectoral and inter-professional collaborations toward common health sector goals. The focus being on community based practice with the goal to reduce healthcare utilization, and cost (hospital admission, 30-day readmission, emergency room visits, mean annual cost etc.), increased multi-disciplinary care, and appropriate evidence-based self-management strategies".

²⁶ Greg Hermus, Carole Stonebridge, Louis Thériault, and Fares Bounajm. 2012. *Home and Community Care in Canada: An Economic Footprint*. Ottawa: The Conference Board of Canada.

<http://www.conferenceboard.ca/cashc/research/2012/homecommunitycare.aspx>.

²⁷ CRNCC

In sum, the survey results suggest the program is unique and has great potential to prepare students for management roles in an important sector that is growing in importance.

A brief summary of the proposed program also was circulated to external stakeholders associated with the home and community care sector in Ontario.

Email and telephone exchanges and letters from executives demonstrated strong support for the program as proposed. Particularly there was a strong consensus that the sector is growing in importance and that there is a need for management training, as providers and coordinators are tasked with delivering more complex services and offering greater accountability. Generally, the sector has not required post-graduate trained employees and managers in the past, so there is an insufficient supply of this talent. The program was also seen as a means of retaining good people in a field that is expanding.

Current data and forecasts indicate both a general and specific strong demand for the skills developed by the proposed MHA(CC). Within the GTHA specifically, the proposed program is positioned well in terms of its offerings and cost. The latter is particularly important to help ensure access for students from the home and community care sector who receive relatively lower compensation than professionals working in the hospital sector.²⁸

1.b.iv. Comparator Programs

Table 1 depicts the Greater Toronto and Hamilton (GTHA) professional health service management programs and community health programs, in terms of their focus and tuition cost. A third dimension, whether part- or full-time, is also noted. The table shows that the MHA(CC) program's three key features – the focus on home and community care, reasonable price, modular mode, completion within 16 months – position it favourably in the GTHA market.

The proposed MHA(CC) is unique in that it is the only program in the country that explicitly addresses the management of home and community care. The University of Toronto Dalla Lana School of Public Health's Master of Science in Community Health (MScCH) program only sounds similar in name. This is a program for clinicians only, with four streams (addictions and mental health, family and community medicine, health practitioner teacher education, occupational health care, wound prevention and care). The MScCH has a public health focus and is targeted towards practicing health professionals who are looking to advance into teaching positions, and leadership roles.

The University of Toronto Institute of Health Policy, Management and Evaluation (IHPME) Master of Health Science (MHSc), a general health care management program, admits 40 students yearly and has relatively inexpensive tuition (\$21K). It is a full-time

²⁸ Jeremy Petch and Danielle Martin. *There are hidden costs of moving care out of hospitals*. Healthy Debate. February 21, 2013. <http://healthydebate.ca/2013/02/topic/community-long-term-care/hidden-costs-of-moving-care-out-of-hospitals>.

program, but scheduled in blocks over four-day weekends to accommodate people with flexible work schedules, and is completed in 20 months. The other management programs in the GTHA, both part- and full-time, are the health management specializations in the MBA programs at Rotman (U of T, \$98K), Schulich (York, \$74K) and DeGroot (McMaster, \$43.5K). DeGroot's Master of Health Management (MHM) (McMaster, \$21K), a part-time, primarily online offering, introduced in 2010-11, has already grown to accept 45-50 students a year.

The DeGroot MHM would likely be the proposed MHA(CC)'s main immediate competition because it is relatively short (six courses plus a project); however, it is a more general program targeted at only regulated health professionals. The MHA(CC) is different than McMaster's with its unique focus on the home and community care sector and it would likely appeal to students with broader backgrounds than just health professionals, and those who prefer classroom-based education delivered in a modular format.

Table 1. The MHA(CC) in the GTHA

		Focus		
		Community Health Professional Programs	Health Services Management	Management of Home & Community Care
Tuition cost (relative)	<i>Low (< \$25K)</i>	U of T (MScCH, DLSPH), FT (12 months) /PT (up to 6 years) 5 courses, incl. practicum	U of T (MHSc, IHPME), FT modular (20 months) 15 courses, incl. practicum McMaster (MHM), PT (32 months), Distance. 6 courses plus paper	Ryerson (proposed MHA(CC) (16 months) FT, modular 5 core courses, and Capstone (A) 1 elective course and group project or, Capstone (B) 1 MBA research and communication course and Major Research Paper (MRP)
	<i>Medium/High (>\$40K)</i>		U of T (MBA), FT, PT 20 courses York (MBA), FT, PT 20 courses McMaster (MBA), FT, PT 20 courses	

Abbreviations

FT- Full time, PT - Part time, Dist. - Distance

DLSPH - Dalla Lana School of Public Health

IHPME - Institute of Health Policy, Management & Evaluation

MHSc - Master of Health Science in Health Administration

MHM - Master of Health Management

MHA(CC) - Master of Health Services Management in Community Care

MBA – Master of Business Administration programs with specialization in health services management

MScCH - Master of Science in Community Health

1.b.v. Program alignment with Academic Plans

Consistency with Ryerson’s Academic Plan Our Time to Lead, TRSM’s Academic Plan and the SHSM’s Academic Plan

The MHA(CC) is designed to contribute to both Ryerson’s mission to “... prepare students for careers in professional and quasi-professional fields” and its “... commitment to accessibility, lifelong learning, and involvement in the broader community”.²⁹ Further, it will contribute directly to Ryerson’s strategic mandate to be a “leading institution of innovation and entrepreneurship”.³⁰ Particularly, the program will contribute directly to three directions evoked in Ryerson’s 2014-19 Academic Plan, *Our Time to Lead*: “enabling student engagement”, “fostering an innovation ecosystem”, and “expand(ing) community engagement”. While the program is a professional program, it is most likely that some final projects will lead as well to research output that will contribute to the fourth priority, increasing “SRC excellence, intensity and impact”.³¹

The proposed MHA(CC) aligns fully with the Ryerson Academic Plan and Strategic Mandate Agreement, particularly as these orientations are delivered at the Faculty (TRSM) and School (SHSM) levels.

The SHSM is a part of the Ted Rogers School of Management. It was based in the Faculty of Community Services, and moved to the TRSM in 2011 as recommended by the Provost Commission on Academic Structure report³² and a subsequent committee³³. The SHSM has four RFA faculty members, two adjunct professors, a Department Administrator and many Contract Lecturers.³⁴

²⁹ Ryerson University. Ryerson University Mission. <http://www.ryerson.ca/about/accountability/mission.html>.

³⁰ Ryerson University. 2014. *Strategic Mandate Agreement (2014-17)*.

<http://www.tcu.gov.on.ca/pepg/publications/vision/>

³¹ Office of the Provost and Vice President Academic. 2014. *Our Time to Lead. Academic Plan 2014-2019*.

<http://www.ryerson.ca/provost/planning/index.html>.

³² Ryerson University, Provost Commission on Academic Structure. 2010. *White Paper*.

http://www.ryerson.ca/content/dam/provost/planning/planning_initiatives/academic_structure/white_paper_academicstructure_jan2010.pdf.

³³ Ryerson University. 2011. *Report of the Ad Hoc Committee to Explore Future Possibilities for Growth and Expansion of the Bachelor of Health Administration at Ryerson University*.

³⁴ For the 2016-17 academic year, there is a Director (James Tiessen), Associate Professor (Pria Nippak), Assistant Professor (Julien Meyer), and Associate Professor (Karen Spalding).

The SHSM, first through Continuing Education (CE), has been delivering its undergraduate, part-time degree completion program in the SHSM since 1995, adding the Health Information Management (HIM) program in 2003. The programs share many courses, both leading to a BHA that is accredited by the Association of University Programs in Health Administration (AUPHA). The SHSM also works with CE to deliver Certificates in Health Services Management, Health Informatics and Health Studies, all which may ladder into the BHA programs.

The SHSM's BHA is part-time, targeting healthcare professionals wishing to augment college diploma credentials while working in the field. Professions represented in the programs include nurses, medical laboratory technologists, respiratory therapists, pharmacy technicians, imaging technologists, medical radiation technologists, dental hygienists, paramedics, health information management professionals and foreign trained physicians. The capstone practicum project has been characterized by external reviewers as having rigour comparable to those in Masters programs.

1.b.vi. Program Learning Outcomes and Graduate Degree Level Expectations (GDLEs)

The seven program learning outcomes of the MHA(CC), are designed to align with the general management and leadership requirements of healthcare management executives, as adapted for the needs of the community care sector (See Table 2). These goals therefore integrate the "Leadership Competencies" of the International Hospital Federation (IHF)³⁵ with the organization certification principles of the Canadian Home Care Association (CHCA)³⁶. These outcomes are compatible too with the competencies identified by the Commission on Accreditation of Health Management Education (CAHME) as necessary for program accreditation.³⁷ The outcomes were reviewed by experts and stakeholders in the community care field, and compared with findings from the research literature on competencies.

The program's learning outcomes, outlined in Table 2, are comprehensive, comprising knowledge of the context of the community care environment, developing business and program evaluation tools and technical skills and critically creating applied solutions to problems in the community care sector. This mix of objective knowledge, competencies and orientation is demanded of leaders in healthcare broadly, and particularly in the

³⁵ International Hospital Federation. 2015. *Leadership Competencies for Healthcare Services Managers*. https://www.ache.org/newclub/resource/Leadership_Competencies_Healthcare_Services_Managers.pdf. The IHF established the Global Consortium for Healthcare Management Professionalization, which includes the Canadian College of Health Leaders (CCHL), to identify the standards. The CCHL have a leadership focused LEADS framework (Leads self, Engage others, Achieve results, Develop coalitions and Systems transformation) which is addressed by the IHF competencies. The American College of Health Executives (ACHE), an international professional society, supported the IHF competency initiative and participated in the consortium.

³⁶ Canadian Home Care Association. 2016. *Better Home Care in Canada: A National Action Plan*.

<http://www.homecareontario.ca/docs/default-source/publications-mo/better-home-care-rpt-oct.pdf?sfvrsn=8>

³⁷ CAHME. CAHME Resources, 2017 Eligibility Requirements and Accreditation Criteria. .

http://cahme.org/CAHME/CAHME_Resources/Program_Resources/CAHME/Resources/CAHME_Resources.aspx?hkey=d8c683ac-055d-454d-8b51-c6a2d08063e8.

community. It must be noted that the Learning Outcomes demonstrate graduated, progressive levels of outcomes: Knowledge, comprehension, application, analysis, synthesis and evaluation.³⁸

Table 2. MHA(CC) Program Learning Outcome Domains and Outcomes

No.	MHA(CC) Program Learning Outcome Domain	MHA(CC) Program Learning Outcomes Successful graduates will be able to:
LO1	Knowledge of the Community Care Environment	
LO1a		Identify and describe the policies, institutions and organizations that govern, fund, coordinate and deliver care in the community, within the context of the Canadian health care system
LO1b		Describe and analyze the demographic, cultural, economic and technological trends affecting the community care (CC) sector and forecast future implications for the sector and its managers
LO1c		Compare and evaluate the health and community care environment in Ontario, with that in other parts of Canada and those in other developed countries
LO2	Relationship Management	
LO2a		Devise collaborative, integrated solutions to community care problems by consulting and negotiating with multiple stakeholders (patients, providers, payers) to deliver patient-centred care
LO2b		Describe and apply processes to informally and/or formally build and sustain alliances between providers and other stakeholders
LO3	Communication Skills	
LO3a		Analyze, evaluate and communicate the efficacy of programs delivered by multiple and diverse organizations (i.e. for-profit, not-for-profit, volunteer) and care providers (i.e. regulated and unregulated)
LO3b		Devise and communicate collaborative, integrated solutions to support the delivery of appropriate care to diverse clients across communities
LO3c		Communicate and engage effectively with colleagues to build teams to create a healthy working environment that fosters continuous improvement
LO4	Business Skills	
LO4a		Apply knowledge of general management functions: marketing, strategic management, risk management, human

³⁸ Michelle Schwarz. Degree-level expectations and course learning outcomes. Ryerson University, The Learning and Teaching Office. <http://www.ryerson.ca/content/dam/lt/resources/handouts/DLEs.pdf>

		resource planning and entrepreneurship
LO4b		Demonstrate knowledge and application of basic accounting principles for financial planning, budgeting and performance assessment. Identify, interpret and judge the implications of public and private funding mechanisms for effective and sustainable community care delivery and management
LO4c		Describe and analyze processes of supply chain management, including logistics and contract management
LO5	Evidence-based Management and Care Delivery	
LO5a		Synthesize theoretical, and empirical evidence associated with management decisions that will result in the delivery of safe, effective and efficient care in various settings and during the transitions across sectors and sites of care
LO5b		Collect, analyze and synthesize appropriate data using quantitative and qualitative research methods
LO5c		Critique and evaluate implications of assessment tools and evaluation schema utilized in the h & CC sector, and potentially revise existing approaches or develop new ones.
LO6	Knowledge of Community Care Enabling Information Technology	
LO6a		Understand and analyze how information technology is shared between community stakeholders to deliver, evaluate data used to integrate and assess care
LO6b		Identify and analyze the challenges of implementing and operating technology to support the networks of care organization in the delivery of care in the community, and elaborate strategies to address them (i.e. telehealth)
LO7	Leadership and Professionalism	
LO7a		Apply and demonstrate principles of organizational, professional and social ethics in academic and professional decision-making.
LO7b		Analyze the implications of diversity for leadership in CC and develop and implement innovative management strategies to lead in the complex environment.

The Ontario Universities Council on Quality Assurance list and describe six Master degree level expectations, shown in Table 3. It is expected that graduates of Masters programs show a significant depth of knowledge, scholarship and applicable skills, together with professionalism and written and spoken communication capabilities. The sixth expectation, knowing that there are limits to knowledge, is especially important; not only for researchers, but for managers and leaders.

Table 3 shows that all the GDLEs are reflected by multiple program learning outcomes of the program. The table indicates clearly that the program learning outcomes, which is professional

in orientation, are weighted most to “Depth and Breadth of Knowledge”, and the “Level of Application of Knowledge”. However, the program’s orientation to evidence-based management, means there is a significant focus on “Research and Scholarship”. “Professional Capacity” and “Communication Skills” are of course important and reflected in the outcomes. “Awareness of Limits of Knowledge”, is also an important element of the program and its focus on management.

Table 3. Graduate Degree Level Expectations and Program Learning Outcomes³⁹

Graduate Degree Level Expectations (GDLE)	Graduate Degree Level Program Learning Outcomes This degree is awarded to students who have demonstrated the following:	Main associated MHA(CC) Program Learning Outcomes
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	LO1a, LO1b, LO1c, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c
2. Research and scholarship	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, 	LO2a, LO2b, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c

³⁹ Ontario Universities Council on Quality Assurance. Appendix 1: Appendix 1: OCAV’s Undergraduate and Graduate Degree Level Expectations. <http://oucqa.ca/framework/appendix-1/>

	On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form; or b) originality in the application of knowledge.	
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	LO1b, LO1c, LO2a, LO2b, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c
4. Professional capacity / autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	LO5c, LO6a, LO6b, LO6c, LO7a, LO7b
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	LO2a, LO2c, LO3a, LO3b, LO3c
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	LO4c, LO5c, LO6c

1.c. Curriculum Overview

The proposed program is a full-time modular, 16-month, Master's degree, comprising eight credits – six courses and a capstone group project or MRP. The focus will be on management, including integrative and collaborative skills, and clinical and financial performance data analysis. This knowledge and associated competencies are required, particularly as the need for accountability increases. To ensure that managers understand broader trends, the approach will foster learning of what works, or does not, in other jurisdictions in terms of policy levers, enabling information technologies and other resource requirements. It is important that graduates be able to anticipate population needs, deliver policy mandates, and lead the charge for health delivery innovations. Having students from the range of providers in the sector will foster inter-sectoral teamwork, particularly in the Capstone A group project, "Solving a Community Care Problem."

The proposed program comprises eight credits: five required, one elective and a capstone course worth two credits (see Table 4). The required courses introduce students to the knowledge and skills needed for managers administering and delivering health care in the community. Four courses will be new and one current MBA course will be modified to align with the new program.

The elective will be a course selected from a TRSM graduate program (MBA, MScM), the Master of Nursing or another Ryerson graduate program. The latter would have to be approved by the Director of the MHA(CC) program.

There will be two capstone path options: (A) group project or (B) major research paper (MRP) plus “Research and Communication for Managers” (an existing MBA course). The curriculum is structured to facilitate completion within 16 months (4 academic terms).

1.d. Curriculum Structure

The program’s curriculum structure is shown in Table 4. Core courses reflect its orientation towards developing familiarity with the policy and technological environment of the home and community care sector and equips students with analytical, technical and financial skills needed by provider organizations. The *Performance in Home and Community Care* course will also ensure students have applied collaborative research and financial analysis capabilities. The electives and optional MRP will provide students with the opportunity to tailor their curriculum to fit their own needs or interests. Course outlines are in Appendix C.

The Ryerson MBA and Master of Nursing programs offer a broad range of electives both during day and evenings. These will allow students the chance to pursue their interests by tacking more general management courses or those focused on the healthcare sector.

Table 4. MHA(CC) Curriculum

Credit category (#)	Course	Current course status	Academic Year	Term
Required (5)	<i>Comparative Health Policy</i> Introduction to principles that inform healthcare models and policies in developed countries, including Canada, the United States, the United Kingdom, Germany and France. The role and characteristics of home and community care in these systems is also examined.	Existing MBA (MB 8509)	1	F
	<i>Strategy in the Home and Community Care Sector</i> Students are introduced to the concepts and tools of strategic management and entrepreneurship as applied to the organizations in the home and community	New MHA(CC)	1	F

	<p>care sector in Canada. history and current trends in the Home and Community Care sector. Particular emphasis will be on the history and trends in the political, legal, funding and clinical environments. There is particular focus on implications for governance, structure and leadership of of and alliances between not-for-profit, for-profit and government organizations in the sector. The range of segments served (pediatric, mental health and addiction, chronic and senior care) will be studied.</p>			
	<p>Management in Home and Community Care</p> <p>Students are introduced to key functions (leadership, human resources, marketing and entrepreneurship) as applied in the sector.</p>	New MHA(CC)	1	W
	<p>Performance in Home and Community Care</p> <p>Develops familiarity and capability with clinical and financial performance analysis and reporting in the health services sector.</p> <p>The course develops research skills used for measuring, reporting and analyzing clinical performance data in the home and community care sector. Key evaluation tools introduced include balanced scorecards and collective impact assessments.</p> <p>The financial dimensions of preparing and interpreting financial reports, proposals and budgets will also be covered.</p>	New MHA(CC)	1	S
	<p>Information Technology for Home and Community Care</p> <p>This course develops familiarity with the application of tools (electronic health records, telehealth) that facilitate integrated care in the community.</p>	New MHA(CC)	1	S
<p>Elective (1) For Capstone A students</p>	<p>Select one elective from TRSM (MBA, Master of Science in Management), Master of Nursing or another Ryerson Graduate Program.</p> <p>Or:</p>	Existing courses	1	W, S
<p>For Capstone B students</p>	<p>Research and Communication for Managers (for students doing Major Research Paper, MRP)</p>	Existing course (MB 6400)	1	W

1. Capstone A (2 credits)	<i>Solving a Community Care Problem</i>	New	2	S/F
Students, in small groups (four members maximum) address a real policy and/or delivery issue facing one or more organizations in the community care sector. There will be two school presentations (proposal, mid-term update) and a final report and presentation to a panel, including practitioners.				
2. Capstone B (2 credits)	Applied health services research project. Individual.	New (MRP)	2	S/F

1.e. Program’s Relationship with Other Ryerson Programs

1.e.i. Overlap and Integration with Other Programs

Ryerson University offers a suite of Masters programs for students in fields related to health administration and management in community care. The Master of Nursing (MN), Masters of Business Administration (Global and Management of Technology and Innovation, MBA) and the Master of Science in Management (MScM) all develop skills and introduce ideas that would inform students and practitioners delivering and/or coordinating health care in the community.

However, the Master of Nursing program requires applicants to be RNs who are licensed to practice in Ontario, thus internationally educated nurses (IENs) are not eligible for this program. Also given the high demand for the Ryerson MN program applicants are not accepted unless they have a minimum B + average. There are therefore many IENs, and RNs in the GTHA that would be interested (and meet application criteria) for the MHA(CC).

The TRSM graduate programs (MBA, MScM) offer the opportunity for students to complement their general management knowledge and skills with some exposure to the healthcare sector. One existing course “Comparative health policy”, which will be a MHA(CC) core requirement, introduces key concepts of healthcare economics and policy. Every year 8-15 students choose this option, and another 5-10 complete a MRP or thesis on healthcare management related topics. However these programs are not as focused on care in the community, and tend not to attract many students working in or interested in the sector.

Therefore, the other related Ryerson programs are viewed as complements to the proposed MHA(CC). Courses proposed by the new MHA(CC) are relevant to students in these programs who have an interest in healthcare in the community and interested in management focused degree versus a research or clinical focused one.

Therefore, the SHSM has secured agreement from these programs to share electives. Other Ryerson graduate programs, in Public Policy and Administration, Policy Studies, Social Work and Psychology have obvious linkages to the MHA(CC), so the School will pursue agreements to share some appropriate electives with these programs. As a growing public policy thrust, management of care in the community will be relevant to many other programs and initiatives at Ryerson. For example, many information technology (e.g. patient monitoring), psychological treatment (e.g. addiction), and engineering (medical devices) programs or tools are applied to delivering health care in the community. The MHA(CC) can contribute to strengthening these programs by offering education on the management and policy context that need innovations developed by Ryerson researchers.

In sum, the MHA(CC) program is distinct from others offered at Ryerson. Nonetheless it is, as noted, aligned with Ryerson's mission, so has a focus complementary to other graduate programs. The proposed MHA(CC) is not a redundant program at the School; rather, it is a complementary offering with courses that will be of interest to students in other programs.

1.f. Provost Authorization to Proceed and Responses to Provost Comments and Recommendations

The Provost's Authorization to Proceed Letter can be found in Appendix H: Letters of Support.

The Letter of Intent, posted in November 2016, attracted written comments from four members of the Ryerson community, reflected in the Provost's letter of support. The respondents were supportive of the program, noting that the goal of developing management skills of people working in healthcare is "vital". One noted we that it would be necessary to consult with the library about necessary resources. We followed up with the respondents and are seeking further input as we develop the program.

There were useful recommendations related to the program focus and curriculum addressed below.

Mental health

The LOI mentioned the relevance of the program to mental health professionals and administrators working in the community. There was a further request that we explicitly consider addictions services, which are community based. The Psychology Department has such a clinic operating in a Family Health Team so would be a relevant partner.

We have added mention of addiction services to this proposal and are exploring how to involve appropriate scholars/teachers from the Psychology Department.

Pediatric care

An Early Childhood Studies faculty member noted that we had not mentioned the growing need for services for children needing disability and complex care in their homes. The care and funding models for these clients are different from others in the community.

We have noted that we would address this type of care in our program. It is most

fortuitous that Dr. Karen Spalding, formerly of Nursing, has joined the SHSM. She is a pediatric nurse by background and her program of research focuses on pediatric care in the community, so will be a useful resource to ensure the curriculum recognizes the broad scope of populations both in age ranges and illness types requiring home and community care.

2. PROGRAM DETAILS

2.a. Alignment with Institution's Plans

2.a.i. Consistency with Academic Plans

The MHA(CC) will contribute to both Ryerson University's mission to "prepare students for careers in professional and quasi-professional fields" and "commitment to accessibility, lifelong learning, and involvement in the broader community".⁴⁰ Further, it will contribute directly to Ryerson's strategic mandate to be a "leading institution of innovation and entrepreneurship".⁴¹ Particularly, the program will contribute directly to three directions evoked in Ryerson's 2014-19 Academic Plan, *Our Time to Lead* by "enabling student engagement", "fostering an innovation ecosystem", and "expand(ing) community engagement". While the program is a professional program, it is most likely that some final projects will lead as well to research output that will contribute to the fourth priority, increasing "SRC excellence, intensity and impact".⁴²

Consistency with the Ted Rogers' School of Management's Mission and Academic Plan

The MHA(CC) program will contribute to the TRSM's mission of "shaping diverse global leaders through experiential education that is practical, innovative and socially conscious."⁴³ The introduction of the MHA(CC) complements the existing TRSM's Master of Business Administration (MBA) and Master of Science in Management (MScM) programs and contributes to key TRSM strategic pillars: "creating student engagement and success through exceptional experiences", "increasing SRC excellence, intensity and impact", "fostering an innovation ecosystem", and "expanding community engagement and city-building SRC capacity and impact". Particularly, introducing the proposed program directly serves a key strategic objective, "enhancing graduate programs and research".⁴⁴

Consistency with the School of Health Services Management's (SHSM) Academic Plan

This MHA(CC) comprises a natural evolution, to the graduate level, of SHSM's successful degree-completion BHA program. The SHSM's Academic Plan, submitted in winter 2015

⁴⁰ Ryerson University. Ryerson University Mission. <http://www.ryerson.ca/about/accountability/mission.html>.

⁴¹ Ryerson University. 2014. *Strategic Mandate Agreement (2014-17)*.

<http://www.tcu.gov.on.ca/pepg/publications/vision/>

⁴² Office of the Provost and Vice President Academic. 2014. *Our Time to Lead. Academic Plan 2014-2019*.

<http://www.ryerson.ca/provost/planning/index.html>.

⁴³ Steven Murphy. *Ted Rogers School of Management, Ryerson University, Academic Plan 2014-18*. November 2014, p. 4.

⁴⁴ *Ibid.* p. 5.

and subsequently updated, states that its first objective is to launch a Master's program in health services management. The primary motivation behind this objective is that there is a need for a Master's level health management program focused on community care in the GTHA. Also, the proposed program will assist new Canadians who have acquired a toehold in this industry to gain advanced academic standing, career promotions and/or pursue health services administration opportunities in the growing home and community sector.

The mission statement of the SHSM would have to be modified to accommodate the proposed graduate program. The current mission statement, which has not been recently reviewed, is to "be the leading and preferred national provider of innovative, part-time undergraduate education in Health Information Management and AUPHA certified degree-completion education in Health Services Management for working professional students". As the proposed program is a graduate level degree, the mission statement will need to be expanded and updated. However, the MHA(CC) would be consistent with the SHSM's vision, "to be a national leader in flexible and innovating management education and applied research for career health professionals." Similarly, the program would contribute to three of the four program goals:

1. *To educate a health practitioner to assume entry or middle-level management responsibilities in the provision of appropriate, cost effective, client-centred health services in institutional and community settings.*
2. *To facilitate the personal and professional development of a manager who will contribute to the evolution of multi-disciplinary, holistic health communities.*
3. *To build a broad understanding of political, social, economic, ethical, cultural and technological factors that shape health and the health system.*

The current fourth goal, "to provide a basis for entry into advanced or graduate studies," can be preserved for the undergraduate programs; it would have to be augmented, of course, to accommodate post-graduate students active in the healthcare field.

2.a.ii. Graduate Degree Level Expectations and Learning Outcomes

The MHA(CC) will meet Master's degree expectations as prescribed by Ryerson Senate Policy 112 (Development of Graduate and Undergraduate Programs), which are consistent with those of the Ontario Universities Council on Quality Assurance. As noted above, graduates of the MHA(CC) will meet graduate degree learning outcomes that are associated with six domains: (1) depth of knowledge, (2) research and scholarship, (3) level of application of knowledge, (4) professional capacity/autonomy, (5) level of communication skills, and (6) awareness of limits of knowledge. These domains and their associated learning outcomes guided the development of the MHA(CC)'s program learning expectations and program specific learning outcomes (see Table 3).

Graduates of the MHA(CC) should demonstrate competencies (or learning outcomes) that comprise these six domains: (1) knowledge of the community care environment, (2) relationship management and communication, (3) business skills, (4) evidence-based management, (5) community care enabling information technology, and (6) leadership and professionalism. The proposed program's learning outcomes align with Ryerson's Graduate Degree Level Expectations as demonstrated by Table 3 in section 1.b.vi of this proposal.

2.a.iii. Degree Nomenclature

The proposed nomenclature of this degree is *Masters of Health Administration in Community Care*. As it is the first graduate degree program offered in this subject area in Canada, the nomenclature is new. However, it is similar in connotation to other health management program offerings from the University of Toronto (Masters of Health Administration) and McMaster University (Masters of Health Management). Also, denoting 'health administration in community care' in the name of the degree presents meaning and serves to identify the focus of the program.

2.b. Admissions

2.b.i. Admission Requirements

Candidates for admission to the MHA(CC) program must meet the minimum requirements outlined below.

Academic: Applicants require a four-year undergraduate degree from an accredited institution with a **minimum grade point average (GPA) of 3.00/4.33 (B)** in the last two years of study. Acceptable degrees include clinical professions (i.e. nursing), science, social science and/or management. The degree must include an undergraduate course in statistics.

Professional experience: Applicants require a **minimum of two years work experience** in healthcare.

Preference will be given to front-line staff and managers currently working in organizations delivering or coordinating healthcare services in the community. Examples of organizations include Local Health Integration Networks (LHINs), LHIN contracted care providers, public health agencies, primary care organizations (e.g., Community Health Centres, Family Health Teams), long term care facilities (private and public), and community-based mental health agencies and addiction services.

International applicants will be required to demonstrate proof of English proficiency requirements that are the same as those for the MBA, MBA-MTI and MScM at Ryerson⁴⁵. They also will be required to demonstrate familiarity with the Canadian

⁴⁵ The minimum scores by test are: TOEFL 100, IELTS 75, MELAB 90 and PTE 68. See <http://www.ryerson.ca/graduate/admissions/requirements/>.

healthcare system. Familiarity may be demonstrated by successful completion of at least one Canadian health policy course (e.g. CHSM 301 The Healthcare Systems) and experience working or volunteering in the sector in Canada.

Candidates will be required to submit a statement of interest and résumé with their application, indicating their education, work and volunteer experience.

2.b.ii. Calendar Admission Requirements

Admissions requirements (as they would appear in the calendar):

1. Completion of a four-year undergraduate degree from an accredited institution with a **minimum grade point average (GPA) of 3.00/4.33 (B)** in the last two years of study. Acceptable degrees include clinical professions (i.e. nursing), science, social science and/or management.
2. Completion of one undergraduate course in statistics.
3. Applicants require a **minimum of two years work experience** in healthcare. Preference will be given to front-line staff and managers currently working in organizations delivering or coordinating healthcare services in the community.
4. Applicants will be required to submit a statement of interest of approximately 500 words, and a comprehensive résumé, indicating their education, work and volunteer experience. The statement of interest should outline a. Your reasons for taking the MHA (CC) and b. How your work and academic background has prepared you for the program.

International applicants are also required to demonstrate familiarity with the Canadian healthcare system. This may be evidenced by successful completion of at least one university or college course in Canadian healthcare policy and a minimum of six months working or volunteering in the sector in Canada.

2.b.iii. Admission Requirements and Student Achievement of Learning Outcomes

The admission requirements are appropriate for the learning outcomes because they ensure potential students will have the academic and experiential background needed to integrate and apply the knowledge and skills delivered in the program. The B average minimum offers evidence that candidates are competent academically.

Basic numeracy is required to properly analyze clinical and financial performance. This would be evidenced by at least one undergraduate credit in statistics. Applicants who lack such course will be asked to take one before starting the program, or be required to take an appropriate course in the first semester.

2.c. Structure and Graduate Degree Level Expectations

The proposed program is structured to progressively develop and assess graduate level management knowledge and skills needed in the home and community care sector. The program's curriculum as designed efficiently addresses the program's learning outcomes (see Table 5). And as stated earlier, the program's learning outcomes were developed in adherence to the GDLES. Table 5 shows the core courses and their associated program learning outcomes.

The MHA(CC) curriculum is structured to reflect the overall program's learning outcomes. Of the seven program learning outcomes domains, four domains (LO1, "Knowledge of the community care environment; LO4, "Business skills"; LO5 "Evidence-based management and care delivery"; LO6 "Knowledge of community-care enabling technology") are directly linked to courses (Comparative healthcare policy & management; Management of home & community care, Strategy in the home and community care sector; Performance in home & community care; Information technology for home & community care). The learning outcomes of "Relationship management" (LO2) and "Communication skills" (LO3) are crosscutting domains across the curriculum because effective stakeholder engagement and effective communication strategies form the basis of health care management.

Integrating care through the establishment of networks is a necessity of the community care sector, so linked knowledge and skills will be reflected in the courses focusing on management, information technology and of course the capstone courses, which are applied in nature. Similarly, LO6 will be explicitly introduced, reinforced and assessed in the same courses, because there will be an explicit consideration of problem identification and solution implementation, both which require leadership and professionalization.

Table 5. MHA(CC) Required Courses and Program Learning Outcomes

Course status	MHA(CC) course name	MHA(CC) program learning outcomes
Required course	Strategy in the Home & community care sector in Canada	LO1a, LO1b, LO3a, LO3b, LO5b, LO5c,
	Management of home & community care	LO2a, LO2b, LO3a, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c
	Comparative healthcare policy & management	LO1a, LO1b, LO1c, LO3b, LO5a, LO5b
	Information technology for home & community care	LO2b, LO3b, LO3c, LO6a, LO6b, LO7a, LO7b
	Performance in home & community care	LO3a, LO3b, LO3c, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c, LO7a, LO7b
Required capstone A	Solving a community care problem	LO2a, LO2b, LO3a, LO3b, LO3c, LO5a, LO5b, LO5c, LO7a, LO7b
Required capstone B	Major research paper	LO2a, LO2b, LO3a, LO3b, LO3c, LO5a, LO5b, LO5c, LO7a, LO7b
	Research and communication for managers	LO5a, LO5b, LO5c

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Summary of program structure

Table 6 offers an overall map of the program, summarizing the relationships between the required curriculum courses, learning objectives (LOs), GDLEs, teaching formats and assessment methods. Program details, including the particular learning outcomes and GDLEs associated with the courses were described earlier in this proposal.

Table 6. Teaching and Assessment Methods Mapped to Program LOs and GDLEs

Course Name	Teaching Format	Assessment Method	LOs Addressed	GDLEs
Strategy in the Home and Community Care Sector	Lecture-Discussions, Guest speakers, Small group work	Mid-term Exam, Paper – Briefing Note, Paper – Critical Analysis	LO1a, LO1b, LO3a, LO3b, LO5b, LO5c,	1, 2, 3
Comparative Healthcare Policy & Management (existing course)	Lecture-Discussions, Guest speakers, Small group work	Paper – critical analysis, Paper – research/evidence-based	LO1a, LO1b, LO1c, LO3b, LO5a, LO5b	2, 4
Management in Home & Community Care	Lecture-Discussions, Guest Speakers, Small group work, Simulation	Mid-term Exam, Case study analysis, Group work – Business Plan & Report	LO2a, LO2b, LO3a, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c,	1,2 ,3, 4
Performance in Home & Community Care	Lecture-Discussions, Guest speakers, Small group work, Simulation	Simulation (analysis) assignments; Group work project & presentation	LO3a, LO3b, LO3c, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c, LO7a, LO7b	2,3, 5
Information Technology for Home & Community Care	Lecture-Discussions, Case Studies, Small group methods, Simulation	Mid-term Exam, Case study analysis, Group project presentation	LO2b, LO3b, LO3c, LO6a, LO6b, LO7a, LO7b	1,3,4
Solving a Community Care Problem (Capstone A)	Competition, Small group work, Field experience	Case study, Paper – critical analysis, Group project - presentation	LO2a, LO2b, LO3a, LO3b, LO3c, LO5a, LO5b, LO5c, LO7a, LO7b	3,4,5,6
MRP (Capstone B)	Independent work with faculty supervision	Research proposal, research paper and presentation	LO2a, LO2b, LO3a, LO3b, LO3c, LO5a, LO5b, LO5c, LO7a, LO7b	2,4,5,6

Research and Communication for Today's Managers (existing course)	Lecture-Discussions, Guest speakers, Small group work	Poster, Paper - research	LO5a, LO5b, LO5c	2,3
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The delivery structure of the program (5 required courses + 1 elective + Capstone A (Group project) or Capstone B (individual MRP) over 16 months corresponds to typical graduate programs. The length is comparable to the professional-orientated graduate programs in the health services administration field, notably the University of Toronto's Master of Health Administration and McMaster's Master of Health Management.

The proposed program is a full-time, 16-month program (see Appendix D). The delivery format of the program (2 credits per term) allows students to continue full-time work. Both term 1 (fall) and term 3 (spring/summer), students will take two courses delivered Thursday evening and all day Friday and Saturday, five times over the terms. In term 2 (winter) students will have four Friday afternoon to Saturday modules. Both the elective course, required by the capstone A cohort, and the "Research and Communication" course, required by the capstone B students, will be weekly evening course that meet 12 times during the winter term.

All students will be expected to engage in preparation work over the summer term for their fall term's capstone projects. During this period, students should dedicate time to work with program staff, faculty and health sector partners to develop and plan their capstone projects.

In term 4, the second fall term of the program, there will be three Saturday (or Sunday) sessions for Capstone A (group project) students. In the three sessions, groups will be expected to present a project proposal, a mid-term report and a final presentation. During these sessions, faculty and fellow students will have the opportunity to give feedback and guidance on the development of projects. Over the same term, Capstone B students will be expected to meet with their faculty advisors on an ongoing basis to discuss the development of their research projects.

2.d. Program Content

2.d.i. Curriculum and Current State of the Discipline

Similar to comparable healthcare administration programs, the MHA(CC) curriculum presents foundational management knowledge and skills within a healthcare context. The basic academic content includes program evaluation and health policy, though the comparative approach to the latter is relatively unique in healthcare administration programs. The proposed program emphasizes the development of business skills, including financial analysis, because these are essential tools necessary for health management.

2.d.ii. Unique or Innovative Features

The "Information Technology for Home and Community Care" course is one of the unique features of the MHA(CC) program. Dedicated course work about health

information technology is typically found in health information management (HIM) programs and health informatics (HI) programs; but, is largely absent from most health services management programs. A focus on health information technology is pertinent because mobile health (mhealth), sharing information remotely, and delivering care at a distance via telehealth, are becoming increasingly important in the delivery of healthcare in the community.

The Capstone A group project is an innovative component of the MHA(CC) program because instead of a traditional research project, like a health services program evaluation, it asks students to solve 'real world' problems presented by formal care providers in the community. In short, students will tackle, a key issue or problem identified by an organization coordinating and/or delivering care. There are two possible formats, described in detail in the course outline (see Appendix D). One format asks students to analyze a present day health systems problem that affects multiple organizations across sectors (e.g., poor transitions of care) and develop possible strategies to mitigate this problem. The other format asks students to analyze a single organization's problem and develop possible recommendations to solve the problem. In both formats, students will need to work closely with care provider organizations in order to conduct their projects. We will explore conducting this project outside of Ryerson, placing the students truly in the community.

2.d.iii. Professional Licensing and Accreditation

The main body in North America that accredits graduate programs in health administration is the Commission on Accreditation of Healthcare Management Education (CAHME).⁴⁶ There are over eighty CAHME accredited programs in the United States and Canada.⁴⁷ CAHME evaluates graduate programs in healthcare management for their purpose, curriculum, student experience, and success of graduates.⁴⁸ CAHME accredited programs undergo periodic examination by an outside panel of experts to maintain accreditation.⁴⁹

There are currently three programs in Canada accredited by CAHME; the Masters of Health Science in Health Administration program at the University of Toronto, the Masters in Health Services Administration program at the University of Montreal and the Masters in Health Services Administration program at Dalhousie University.

The SHSM intends to seek accreditation by CAHME. The MHA(CC)'s curriculum has been designed to meet CAHME accreditation criteria; therefore, the program is well positioned to attain CAHME accreditation in the future. Given that the SHSM's undergraduate Bachelor of Health Administration program is certified by the Association of University Programs in Health Administration (AUPHA)⁵⁰, an association that

⁴⁶ CAHME, <http://www.cahme.org/Default.aspx>

⁴⁷ CAHME, <https://www.cahme.org/CAHME/Students/FAQ/CAHME/Students/FAQ.aspx?hkey=993cb433-ee16-4273-9b61-a975521c4ca9>

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ AUPHA, <http://www.aupha.org/home>

accredits a broad network of health care delivery organizations of which CAHME is an affiliated organization, seeking CAHME accreditation for the MHA(CC) program would be a natural next step.

While professional licensure is not mandatory for health care managers, MHA(CC)'s curriculum aligns with the standards necessary for the Certified Health Executive (CHE) designation, an individual-level certification overseen by the Canadian College of Health Leaders (CCHL). Graduates of the MHA(CC) will be equipped with the capabilities described by the CCHL's "LEADS in a Caring Environment Capabilities framework" (described in section 1.b.vi. Program Learning Outcomes and GDLEs).⁵¹ Thus, MHA(CC) students have the option to seek the designation of CHE.

2.e. Mode of Delivery and Graduate Degree Level Expectations

2.e.i. Planned Modes of Delivery

The mode of delivery is a modular format program with *in-class course delivery*. This delivery format and mode is appropriate because the target studentship are individuals who have full-time careers and live in the GTHA. Moreover, the MHA(CC) pedagogic approach to curriculum delivery includes the development of managerial skills, such as relationship building, teamwork, and communication, which are skills that can be effectively developed amongst peers and with the guidance of faculty.

Classroom meetings will be supplemented by course information and communication via the D2L Brightspace integrated learning platform. Brightspace is the current learning management system implemented for Ryerson. Brightspace will serve as an important communication tool for MHA(CC) students to contact fellow students and course instructors. This will be especially important for communication outside of classroom instruction time, including the facilitation of student group work and projects. Brightspace will also serve as a repository for information to supplement lectures, a space for discussion, and overall act as a central place for all course-related information and activities (e.g., the submission of assignments).

Given the proposed program is the only health administration program focused on community care in Canada, there may be nation-wide demand for this degree. And in the event there is sufficient demand, the SHSM would consider delivering a distance version of the program. The SHSM has, with the strong pedagogical and technical support of Continuing Education, developed and delivered many of its undergraduate courses in on-line formats.

2.e.ii. Learning Objectives and Graduate Degree Level Expectations (GDLEs)

The **in-class, full-time, modular mode** of curriculum delivery supports the six **Graduate Degree Level Expectations** (GDLEs) and the proposed program's Learning Objectives (LOs) (See Table 3 for complete description of GDLEs and LOs). In particular, the in-class,

⁵¹ Canadian College of Health Leaders. Certified Health Executive Program. http://cchl-ccls.ca/site/cert_che.

modular format addresses the GRDLEs of **depth and breadth of knowledge** and **level of communications skills**.

The domain of **depth and breadth of knowledge** encompasses all program learning outcomes that fall under the broad categories of business skills and evidence-based management and care delivery. The proposed program will likely attract students from a wide range of clinical and administrative backgrounds from the home and community care sector. Students will have a wide range of experiences in different types of health care organizations, such as at not-for-profit agencies (including small community support agencies), for-profit organizations (including private home care companies), and quasi-public organizations (e.g., *Health Quality Ontario*). In-class activities (such as discussions) will be enhanced by the diverse perspectives that students who work in different parts of the health system bring. In-class interactions between students serves to **broaden student knowledge** about the health system, and specifically draw attention to the complex nature of the home and community care sector.

While classroom instruction on theoretical concepts are essential in a graduate level course, the proposed program also emphasizes an applied approach to pedagogy. Guest speakers, who hold senior level roles in home and community care organizations, will be incorporated into in-class instruction time. Guest speakers are important to the MHA(CC) curriculum because they will give **in-depth insight** into particular areas of the home and community care sector, and provide students with the complexity of the challenges in the community care sector.

A primary feature of the proposed program is that all core courses require small group work that largely takes place during class time. The MHA(CC) curriculum asks to students to engage in group work for different types of deliverables, including presentations, papers, and case study analysis. Students can put skills such as the collection, analysis and synthesis of empirical evidence, into practice, while working in teams to employ the process of evidence based decision-making.

The in-class environment, in conjunction with the modular format that is organized by student cohorts, supports the development of the proposed program's LO categories of **relationship management** and **communication skills**, LOs that fall under the domain of the GDLE of **Level of Communications Skills**. One of the aims of the proposed program is to foster an environment where a cohort of students can **devise collaborative, integrated solutions** to home and community care challenges. Effective communication of these solutions and strategies is a key MHA(CC) program learning outcomes.

2.f. Assessment of Teaching and Learning and Graduate Degree Level Expectations (GDLEs)

2.f.i. Intended Teaching Methods

The MHA(CC) program will draw from a variety of teaching methods to provide a dynamic and effective learning experience for students. The main teaching methods

include **lectures, class discussion, guest speaker presentations, small group learning, and simulations.**

All core course work in the proposed program's curriculum is designed to prepare students for their Capstone courses. Capstone course A's is not only the highlight of the curriculum, it is also an exemplar of an **experiential and applied approach** to learning. Instead of a traditional program evaluation or quality improvement project, it asks students to solve *real world* problems presented by formal care providers in the community. Students will work with organizations that deliver care in the community, to identify, analyze and strategize a solution to a key challenge or problem.

There are two options for the Capstone A project (see details in Appendix D). One option asks students to analyze a present day health systems problem that affects multiple organizations across sectors (e.g., poor transitions of care) and develop possible strategies to mitigate this problem. The other format asks students to analyze a single organization's issue and develop possible recommendations to mitigate the problem. Both options allow students to apply skills and knowledge acquired from the proposed program's core courses, and provide the opportunity for students to make an impact in the home and community care sector.

2.f.ii. Assessment Methods for Student Achievement and Learning Outcomes and Graduate Degree Level Expectations (GDLEs)

Students will be graded on course deliverables reflecting several GDLEs, in appropriate courses in both written and oral forms. While instructors will have requisite authority over the courses, templates will be prepared to ensure that evaluations are comprehensive and progressive throughout the program. The "Strategy in the Home and Community Care Sector", "Management in Home and Community Care", and "Information Technology for Home and Community Care" courses, which are foundational, have **exams**. With the exception of Capstone course A, the applied group project, and Capstone B, the individual project option, every course will feature an **(1) individual research paper and (3) an applied group project or case study analysis**. This program design aims to ensure students acquire core knowledge and understanding of concepts. The individual writing elements in every course will require students to critically assess and apply skills and concepts, and demonstrate their ability to communicate. Both Capstone A and B will demand students integrate this knowledge and associated competencies to address a real world issue in community care.

There will be a mix of individual and group assessments. The individual assessments are necessary as a type of quality control, to ensure that graduates have the competencies we expect and develop **professional capacity and autonomy**. Students' **breadth and depth of knowledge** of the structure and policy environment of the community care sector, associated management concepts will be assessed mostly through examinations conducted in the core courses: *Strategy in the Home and Community Care sector, Comparative Healthcare Policy and Management, Management in Home and Community Care, Performance in Home and Community Care and Technology in Home and Community care.*

Research and scholarship capabilities are developed and assessed through both individual and group projects throughout the courses. These capabilities are particularly required in briefing notes prepared in the *Strategy in the Home and Community Care Sector* course and the case study in the *Information Technology for Home and Community Care* course. A briefing note and case study drives students to examine theories and empirical research that inform decisions and analyses of situations. Unpacking the issues associated with a policy or management problem requires students to **apply knowledge at a high level**, while developing a greater **depth of understanding**.

Students must complete all courses with a grade of B- or higher, consistent with the existing Yeates School of Graduate Studies policies on grading, promotion and academic standing. Milestones in the Capstone courses (proposal, mid-term report, final report) will be graded, with Capstone A reflecting a group grade. This is to ensure students properly proceed through the elements and receive timely, thorough feedback during the final term.

All academic standing, promotion and graduation requirements for this program will conform with Policy 142, approved by Senate on May 03, 2011. There are no variations planned for this program.

2.f.iii. Student Performance and Graduate Degree Level Expectations (GDLEs)

All course work (written and oral) will utilize the same framework for the assessment of student performance. The framework is based on a common rubric (see Table 7); however, additional items and specificity will be added as needed for individual course assignments. The framework is based on the **Graduate Degree Level Expectations** and the proposed program's **Learning Outcomes**.

Table 7. Common Assessment Rubric

Graduate Degree Level Expectations (GDLE)	Assignment Expectations:
1. Depth and Breadth of Knowledge	Arguments are presented coherently and critically, using peer reviewed literature, grey literature, and media that captures the scope, context, and implications of issues
2. Research and Scholarship	Use of relevant literature that reflects the analyses of theoretical frameworks and empirical research
3. Level of Application of Knowledge	Competence in applying an existing body of knowledge in the critical analysis of a new problem or issue in another context
4. Professional Capacity / Autonomy	Application of organizational, professional and social ethics in academic and professional decision making
5. Level of Communications Skills	Coherence, clarity, persuasiveness in written and oral formats

6. Awareness of Limits of Knowledge	Articulation of limitations and implications of approach; Cognizance of alternative solutions and perspectives
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2.g. Resources

2.g.i. Human, Physical, and Financial Resources

The SHSM has one full time administrative support person, a Department Administrator in Ryerson's lexicon. This individual now oversees administrative functions for the Bachelor of Health Administration programs, in health information management and health services management. These are part time degree completion programs comprising about 250-270 students (head count) or about 83-90 FTEs. While not directly involved, the department oversees three Continuing Education Certificates, in Health Services Management, Health Informatics and Health Studies, supplying some ancillary work as students contact the DA about programs, courses and so on. Of course, the work now includes help recruiting, addressing student inquiries, facilitating and documenting academic tasks, coordinating with the Alumni and Advisory council, and enabling sessional lecturer hiring and so on.

A key element of the BHA programs is the capstone practicum, during which students (part time) work at a site several times over a term, fall or winter, and create a report addressing a management issue (e.g. evaluation, market study, etc). This is a labour intensive project for students, administrators and faculty. In the current model, all students (10-20) each practicum term, do individual reports, overseen by two faculty. A significant part of the DA role too is shepherding and helping, in consultation with Legal Affairs, the Affiliation agreements that enable students to work on sites.

The University has allocated a 0.5 FTE position to enable the SHSM to support the Masters' program. Extra tasks will include recruiting and admissions for the graduate program, helping with possible sessional hiring (new, or displacing courses delivered by the RFA now), and helping coordinate the final capstone projects.

The extra 0.5FTE, depending on how it is deployed, could be deployed solely for the graduate program. Alternatively, it may be advisable to encourage specialization of functions, doing similar things for both programs. The latter choice seems appropriate, having one staff focus particularly on external relations – alumni, agreements, placements, recruiting – and the other with internal matters, especially current students pre-practicum or pre-Capstone. The SHSM has developed considerable capability in external academic relations, and this expertise should be exploited.

In either case the addition of a 0.5FTE would be most valued in the SHSM as it would introduce some redundancy into our administrative functions. As configured now, the SHSM is very dependent on a single staff administrator.

2.g.ii. Quality Graduate Research Support

The program will be delivered in the classroom (likely the Ted Rogers School building, TRS) which is equipped with computer and projection capability, and *wifi* access for

students. Courses will be supported by the D2L learning platform, which allows slides and assignments to be posted, group discussions if desired and course resources (“One-stop course readings”) to be accessed by registered students.

2.g.iii. Faculty Expertise

The School of Health Services Management’s faculty have complementary academic training, work experience and skills that will ensure a relevant and exemplary program. All have been involved delivering the part time BHA degree completion program, which as noted, includes a practicum.

A core contributor will be **Karen Spalding** who joined the School from the Daphne Cockwell School of Nursing in July 2016. Her clinical background in nursing, research focus on studying care delivery for children in the community and teaching, outreach and graduate administration experience will contribute much. **Jim Tiessen** brings academic background in management research, teaching and administration, as well as an international, comparative perspective. **Pria Nippak**, trained in neuroscience, has strong research method and program evaluation skills that, together with extensive teaching and practicum project supervision experience adds a scientific view. **Julien Meyer**, now tenure track, has industry and scholarly background and expertise in health information technology, and has a burgeoning research program on telehealth, which is relevant to distributing care in the community. From France, Julien also has an international orientation.

The School also engages two adjunct faculty who also will contribute. **Zahava Rosenberg-Yunger** works for the Ontario Pharmacists Association while retaining an active research program. **James (Jake) Pringle** works as a policy advisor in the Ministry of Health and Long Term Care.

Individual Profiles: Full time faculty

Dr. Karen Spalding

Karen joined the SHSM as Associate Professor from July 2016 from Ryerson’s School of Nursing, where she had served as Director of the Master of Nursing program, and briefly, for the School. Her addition brings a wealth of relevant professional, research, teaching and administrative experience to the School. Educated in economics, nursing and health care policy, Karen was a Registered Nurse at the Hospital for Sick Children for ten years, in progressive roles. Karen has developed deep expertise on home and community care policy and delivery through several research projects, supported my multiple funders, including CIHR, SSHRC, the Hospital for Sick Children and the federal government. Her research has attracted about \$650 thousand as a primary or co-investigator, and she has been involved in research programs that have been awarded more than \$4.5 million. She has been the recipient of many awards throughout her professional and academic career, and is deeply involved in professional nursing organizations, at provincial, national and international levels.

Karen’s research on paediatric care in the community has produced a long list of

refereed publications that examine policy, and seek to understand the perspective of supporting family members. Significant contributions (all co-authored) include “Mothers' experiences caring for children with disabilities who require a gastrostomy tube”, “Neither seen nor heard: Children and homecare policy in Canada”, “Integrated complex care coordination for children with medical complexity: a mixed-methods evaluation of tertiary care-community collaboration”. She has also contributed to many technical and research reports, including Caregiver Framework for Children with Medical Complexity (for the Hospital of Sick Children) and Self-Managed Care Programs in Canada: A Systematic Review (for Health Canada).

The proposed program too will benefit from Karen's experience developing and overseeing Ryerson Master of Nursing program, and associated committee work. Her teaching has focused mostly on healthcare policy, though she has taught nursing practice, and offered lectures on many topics. She continues to serve as a tutor in the Master program at the University of Toronto's Institute for Health Policy, Management and Evaluation. Karen has served on multiple Master and Doctoral thesis committees, several as supervisor.

Dr. James H. Tiessen

James (Jim) Tiessen is Associate Professor and Director of the School of Health Services Management. His research focuses on comparative healthcare policy and management, particularly as related to Japan and Canada. Jim also brings considerable teaching and administrative experience, as he has served as MBA Director at both McMaster University and Ryerson. Jim has lived in Japan, and worked four years in the Toronto office of the Japan External Trade Organization, a government-affiliated agency.

His formal academic training began with agricultural economics and finished with a PhD in Administrative Studies, specializing in strategic management. His post-graduate work applied negotiation frameworks, first to analyze procurement, and later to characterize partner relations in joint ventures involving Japanese and North American companies. The latter found evidence of cooperation and competition (“co-opetition”) in these relationships.

Jim's subsequent work investigated entrepreneurship and exporting, again as linked to Japan. A key publication was “Individualism, collectivism, and entrepreneurship: A framework for international comparative research”.

Japanese healthcare became Jim's main research interest more than ten years ago. He, sometimes with collaborators, has been supported by the Asia Pacific Foundation, SSHRC and the Japan Foundation. He has had appointments at the Munk Centre (University of Toronto) and the National Institute for Population and Policy Studies (Tokyo). These gave rise first to several conference papers on and more recently to publications, including “What causes international variations in length of stay: A comparative analysis for two inpatient conditions in Japanese and Canadian hospitals,” and a report, An Asian Flavour For Medicare: Learning from experiments in Japan, Korea and Taiwan, jointly written with Ito Peng (University of Toronto), for the MacDonald

Laurier Institute think tank. Jim's international perspective is reinforced yearly as he teaches an intensive comparative healthcare course in Lille France to French and exchange students from around the world.

The MHA(CC) will benefit from Jim's long experience teaching and administering MBA programs at York, McMaster and Ryerson. Courses taught include those strategic management, international business and research methods. Jim's involvement as MBA Director at the TRSM led to his significant involvement supervising graduate major research papers over several years. This plus, the time spent as Director, and on occasion supervising the capstone practicum course in the Bachelor of Health Administration has equipped him with experience overseeing courses similar to the proposed capstone courses (A or B).

Dr. Pria Nippak

Pria Nippak, academically trained in neuroscience at the University of Toronto, is an Associate Professor in the School. Pria's recent research has examined clinical and academic program evaluation. She has gained considerable experience supervising students in the capstone practicum course in the School's BHA over the past several years. Her knowledge of the community care sector is informed by her scientific background which developed her understanding of aging, as well her previous role on the Board of the Ontario Gerontology Association.

Pria's expertise in pedagogy has resulted in several publications (co-authored), such as "An Evaluation Of Preceptors' Perceptions of the Practicum Experience" and "Surveying Perceptions of MBA and MHA Degree Options". Her program assessment and evaluation work resulted in articles such as "Designing And Evaluating a Balanced Scorecard for a Health Information Management Department in a Canadian Urban Non-Teaching Hospital" and "Family attitudes toward a Personal Health Record (PHR) in a long term care facility". She has also contributed to many posters and presentations at the Association for University Programs in Health Administration (AUPHA), the organization that certifies the BHA.

Pria is an experienced teacher. having delivered courses in research methods, program planning and evaluation, managerial epidemiology, healthcare policy and psychology. She has been deeply involved in the BHA applied research project which is part of the required practicum capstone. Therefore she has been an advisor on more than ten projects, and up to thirty final projects a year over the past several years. Recently Pria has also engaged in MBA major research paper supervision and is now supervising a MScM student.

Dr. Julien Meyer

Now Assistant Professor, Julien joined the School in 2015. Julien earned an MSc from HEC in Paris, France, before working in the information technology industry, first in France and then in Canada. In Canada he worked with industry and hospitals to implement health records systems. Julien's PhD research focused on telemedicine, a key tool in distributing healthcare between and beyond hospitals.

Julien is having a promising start to his academic career, having published articles including “Impacts of a large decentralized telepathology network in Canada” and “Telepathology impacts and implementation challenges: A scoping review.”

Julien is teaching courses on health information technology management and is now involved in supervising BHA practicum capstone projects. This combination of professional, and teaching research experiences is particularly suited to the proposed program which will include a course on technology and care in the home and community.

Individual Profiles: Adjunct Professors

Dr. Zahava Rosenberg-Yunger

Zahava is currently conducting a CIHR-funded project, working as the Director Health Policy and Research at the Ontario Pharmacists Association (OPA), and doing some teaching for the School. Previously she was appointed limited term faculty in the School. Zahava has been involved in a range of healthcare research projects including several that focus on processes of health technology assessment. Linking her role at the OPA to her research interest, she is starting a research program on prescribing and monitoring narcotics.

While not a full time faculty member, Zahava brings her expertise to the classroom, including courses on healthcare policy and research methods. She also has been involved in acting as a second reader on MBA MRPs and a MScM thesis. She is a committed educator.

Dr. James (Jake) Pringle

Jake has been associated with the School for many years, as a teacher, program manager and Limited Term Faculty. Trained as a chiropractor, and holding both an MBA and PhD, Jake has broad experience in the healthcare sector as a provider, academic and policy advisor in the Ministry of Health and Long Term Care.

Jake is an exemplary teacher and has published articles, with Pria Nippak and others, on teaching health services management. He has served as advisor on many capstone BHA projects. He has also taught and/or developed courses in human resource management, health information technology and healthcare policy.

2.g.iv. Supervisory Loads

The four full time faculty are members of the Yeates School of Graduate Studies, and are therefore eligible to teach courses and/or supervise graduate student projects and/or Major Research Papers.

The program, as mentioned above, comprises one existing course, four new ones, a group or individual capstone project (2 credits) and an elective, drawn from the existing pool of graduate TRSM courses (MBA, MN). Required courses will be offered once a

year. Two faculty (total) will be involved in supervising the two capstone courses. We expect that Capstone A (group project) will be the preferred option for most students.

2.g.v. Number of Faculty and Support Staff

As noted, the proposed program requires 1.5 new full time teaching equivalent. There will be the need for 0.5 more administrative support to assist with the new students, and the practicum requirements.

2.g.vi. Projected Enrolment

The program intends to admit a 20-person cohort each fall for the four term program, which continues through the summer. We expect minimum attrition, one student in the winter and summer terms. Table 7 shows projected enrolments based on fiscal years, beginning in Spring Semester. Since the program runs four terms the will be almost a double cohort in the program each fall: 20 beginning the program, and 18 completing the Capstone, A or B. The steady state should begin from Year 2, because the program is short.

For efficiency, the program will expect students to proceed as a cohort, so that course offerings can be offered rationally.

Table 8. Projected Enrolments for First Five Years

Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5
FT Spring	0	18	18	18	18
FT Fall	20	38	38	38	38
FT Winter	19	19	19	19	19

The relatively small number in the cohort (about 20) means that existing MBA and MN courses can absorb the increase in students in the Winter term.

In sum, the new program will require five graduate course sections (four new), as well as two one section equivalents for Capstone A and B. The total increase in teaching requirements will be six, or one and one half full time teaching faculty equivalents.

2.g.vii. Tuition

Tuition will be comparable to non-professional graduate programs at Ryerson: about \$3,300 a term, or \$13,200 for the full four terms of the program. This will require the allocation of funded FT graduate spaces. This tuition point is much lower than professional graduate programs, particularly MBAs. This is necessary to ensure access for those working in Community Care. While there are exceptions, workers in this sector tend be lower paid than those in hospitals or the bureaucracy. Also, it is expected that some organizations will subsidize their workers to take the program. The lower price

point will make this more feasible.

2.g.viii. Student Financial Assistance

This is a professional program designed to be accessible for students working in the field. There is not a current plan to generate funds for student financial assistance.

2.g.ix. Library

The library resources are sufficient to support the program as proposed. Ryerson subscribes to key clinical and healthcare management scholarly databases already, particularly supporting programs in the Faculty of Community Services. These are fully adequate for the MHA(CC).

A comprehensive library report can be found in Appendix G: Library Report.

2.h. Quality and Other Indicators

2.h.i. Quality Indicator Definitions and Use

Indicator: Faculty research includes work on care in the community, as mentioned above. This is most evident in Karen Spalding's work on delivering pediatric care to children in their homes. Julien Meyer's research on telehealth is most relevant to the program. Jim Tiessen has conducted work on Japanese health care, including care in the community. Pria Nippak has experience studying and working with geriatric care issues as her research focus and community service.

Indicator: Breadth of Expertise (faculty members are engaged in a wide range of health care policy)

Table 7 summarizes the complementary portfolio of capabilities and experience the current SHSM faculty bring to the proposed program. This mix will ensure the program is rigorous, current, relevant and sustainable.

The members have a breadth of academic training, in healthcare policy, management, medical sciences, and management information systems, as shown by their PhD fields. Dr. Spalding has a well established and well funded research stream that particularly focuses on community-based pediatric care, which is directly relevant to the program. She also has a clinical background as an RN. Dr. Tiessen, who came to health services management from strategic management, has particular expertise in Japanese health and long term care. This is significant because Japan is at the forefront of developed countries that must address the healthcare and support needs of their aging populations.⁵² Dr. Nippak is trained in science, and is familiar with the clinical aspects of aging and the brain. She also has highly developed research and evaluation skills. Dr. Meyer, originally from France, holds an MBA and studied management information systems (MIS), as applied to telemedicine. His research, examining how telemedicine influences organizations and systems, applies to issues linked to the use of technology to distribute and coordinate care. All four faculty have active research programs in

⁵² In Japan, 27% of the population is aged 65 or more; in Canada the ratio is 17%.

healthcare management, policy and evaluation as applied to their respective fields. This foundational management, policy, evaluation and MIS training and research orientation of the faculty will help ensure the core courses of the program are grounded properly in theory and empirical evidence.

The current faculty too have extensive experience teaching related courses, and supervising students in capstone courses at both graduate and undergraduate levels. Drs. Spalding and Tiessen have taught comparative health policy at the graduate level, to nursing and management students. Dr. Tiessen too has taught research methods for MBA students, and developed and teaches an applied statistics course for undergraduates. At McMaster, he taught international business and policy. Dr. Nippak has extensive teaching experience at the undergraduate level in program evaluation, managerial epidemiology and research methods. Dr. Meyer, who joined the SHSM as tenure track in 2015, applies his training and experience in courses in MIS for healthcare.

All four have been directly involved in the SHSM undergraduate Bachelor of Health Administration capstone practicum project course. In this course, students, develop, conduct and present the findings of a management study together with their preceptors in the healthcare services field. Students prepare contracts and present proposals, mid-term reports and final presentations of their applied research throughout one term. Faculty advise students throughout the process and grade the deliverables. The tacit knowledge associated with managing this capstone project is a key capability the SHSM has developed over more than a decade. The School is looking forward to applying this capability as it oversees the proposed program's capstone group or individual applied projects, which will be done with home and community care coordinators or providers.

Table 9. Summary of Capabilities and Experience of SHSM Faculty

	Karen Spalding (Associate)	James Tiessen (Associate)	Pria Nippak (Associate)	Julien Meyer (Assistant)
PhD field, Faculty	Health policy, management & evaluation, Faculty of Medicine	Strategic management, Schulich School of Business	Medical sciences, Faculty of Medicine	Management information systems, Faculty of Business
Research				
Focus	Community-based pediatric care	Comparative healthcare management & policy, Japan	Program evaluation	Telemedicine
Contributions (2012-17) - Number				
Refereed journal	11	3	7	5
Reports, chapters in	11	2		1

books, proceedings				
Conference and/or invited talks/poster	2	7	6	4
Research funding (all, 2012-17)	\$259,912	\$37,000	\$14,500	\$26,550
Teaching (2012-17) (Ryerson, except where noted)				
Graduate				
Courses	Comparative health policy	Comparative health policy Research methods Strategic management International business (McMaster) Business, government and the global environment (McMaster)		
Thesis supervision, committee, examiner	PhD (University of Toronto) MSc (University of Toronto) Master of Nursing (Ryerson)	PhD (York University, University of Guelph) MBA Major Research Paper (Ryerson)	Master of Science in Management (MScM) MBA Major Research Paper (Ryerson)	
Undergraduate				
Courses	Health policy	Statistics for health services managers International business (McMaster)	Health policy, Research methodology, Program planning and evaluation, Managerial epidemiology, Neurobiology, Psychology of addictions	Health information analysis, Managing health information services, Management information systems
Supervision/advising	Capstone practicum research project (Ryerson)	Capstone practicum research project (Ryerson)	Capstone practicum research project (Ryerson)	Capstone practicum research project (Ryerson)
Other relevant experience	Director, Master of Nursing	Director, MBA (Ryerson, McMaster)	Steering Committee,	IBM, Telus Health Solutions

	program (Ryerson) Registered Nurse Participation in Steering Committees Local Health Integration Network (LHIN) working groups	Executive, Japan Studies Association of Canada	Scarborough Hospital Board, Ontario Gerontology Association	
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2.hii. Intellectual Quality of Student Experience

The MHA(CC) will be the first program in Canada to offer a graduate degree in community health administration and management. The MHA(CC) will address the demand for skilled managers in community care, a sector that is growing in importance as policy-makers act to move more healthcare services from institutional to home and community settings. The MHA(CC) is designed for degree-holders in the Greater Toronto and Hamilton Area (GTHA) who have work experience in healthcare and want to transition into middle and senior management roles.

MHA(CC)'s is a full time graduate program (2 credits per term in 16 months) that is delivered in a modular format to allow students to continue pursuing their careers, while developing and expanding on managerial skill sets in an expedient timeframe. The MHA(CC) is a competency-based program that structured to progressively develop and assess graduate level management knowledge and skills needed in the home and community care sector.

The program's curriculum as designed, despite being relatively short, effectively addresses six key competencies areas, 1) *Knowledge of the Community Care Environment*; 2) *Relationship Management*; 3) *Communication Skills*; 4) *Business Skills*, 5) *Evidence-based Management and Care Delivery*; 6) *Knowledge of Community Care Enabling Technology*; and 7) *Leadership and Professionalism*. Courses are designed to present both foundational and synthesis learning objectives. Three core courses—*Strategy in the Home and Community Care Sector*, *Comparative Healthcare Policy & Management*, *Management of Home & Community Care*—equip students with **foundational skills and knowledge** in *business, communications, and evidence-based management and care delivery*. In addition to foundational outcomes, **synthesis learning objectives, or evaluation skills** and applied knowledge are developed in the *Information Technology for Home and Community Care* course and the *Performance in Home and Community Care* course, and brought into practice in the Capstone courses. See Appendix A for a detailed map of course learning objectives and program competencies.

The SHMS's current faculty complement bring extensive experience and current involvement beyond the university that enriches the quality of the professional student learning experience. Dr. Spalding has been involved in provincial and national

organizations associated with care delivery and nurse education. Dr. Nippak has served on the board of the Ontario Gerontology Association. Dr. Tiessen sustains his interest in Japan and its social issues through his active involvement in the Japan Studies Association of Canada. Dr. Nippak is involved in a neuroscience research group at the University of Toronto. Dr. Meyer brings industry MIS experience from IBM in France, and then later with Telus Health Solutions, which sold health information management systems to healthcare providers. Dr. Meyer's background in France, and Dr. Tiessen's in Japan, also bring an international orientation to the program.

The proposed program's structure and faculty capabilities will guide key competencies in students in both academic and applied areas. This MHA(CC) will orient students, who have roles in their jobs linked to community care and support, to their broader task environment. Bringing together students working in different places in this system will create a rich study atmosphere. And ultimately, the MHA(CC) program will help students achieve upward career mobility in the healthcare field.

APPENDIX A. Graduate Degree Level Expectations Table and Curriculum Map

Master of Health Administration in Community Care Curriculum Map

X F= Foundational

X S=Synthesis

Course	Course Name	H & CC Environ			Relship Mngmnt			Communication Skills			Business Skills			Evidence Based Mngmt			Info Technology		Leadership																					
		LO1a		LO1b	LO1c		LO2a		LO2b	LO3a		LO3b	LO3c		LO4a		LO4b	LO4c		LO5a		LO5b	LO5c		LO6a		LO6b	LO7a		LO7b										
		F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S									
C	MH 5601		X		X																									X	X									
C	MH 5602		X		X		X															X		X																
C	MH 5603						X		X							X	X		X	X		X		X					X	X										
C	MH 5604										X		X		X		X				X		X		X															
C	MH 5605								X			X		X							X		X				X		X											
	Core Totals		2		2		1		1		2		3	1	3		2		1	1	1	1	1	1	1	1	1	1	2	2	2	1	2	1	1	2	2			
Sp	MH 5606						X		X		X		X		X						X		X		X					X	X									
Sp	MH 5607						X		X		X		X		X						X		X		X					X	X									
Sp																																								
E	MN																																							
E	MBA																					X		X		X														
E	MMSc																																							
	TOTAL	0	2	0	2	0	1	0	3	0	4	0	5	1	5	4	1	1	1	1	1	1	1	1	1	1	1	5	2	5	1	5	0	1	0	1	0	4	0	4

Graduate Degree Expectations Table

Course Name	Teaching Format	Assessment Method	LOs Addressed	GDLEs
Strategy in the Home and CC Sector	Lecture- Discussions, Guest speakers, Small group work	Mid-term Exam, Paper – Briefing Note, Paper – Critical Analysis	LO1a, LO1b, LO3a, LO3b, LO4a, LO4b, LO4c, LO5b, LO5c, LO7a, LO7b	1, 2, 3
Comparative Healthcare Policy & Management (existing course)	Lecture- Discussions, Guest speakers, Small group work	Paper – critical analysis, Paper – research/evidence-based	LO1a, LO1b, LO1c, LO3b, LO5a, LO5b	2, 4
Management in Home and Community Care	Lecture- Discussions, Guest Speakers, Small group work, Simulation	Mid-term Exam, Case study analysis, Group work – Business Plan & Report	LO2a, LO2b, LO3a, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c, LO7a, LO7b	1,2 ,3, 4
Performance in Home and Community	Lecture- Discussions, Guest speakers, Small group work, Simulation	Simulation (analysis) assignments; Group work project & presentation	LO3a, LO3b, LO3c, LO4a, LO4b, LO4c, LO5a, LO5b, LO5c	2,3, 5
Information Technology for Home and Community Care	Lecture- Discussions, Case Studies, Small group methods, Simulation	Mid-term Exam, Case study analysis, Group project presentation	LO2b, LO3b, LO3c, LO6a, LO6b,	1,3,4
Solving a Community Care Problem (Capstone A)	Competition, Small group work, Field experience	Case study, Paper – critical analysis, Group project - presentation	LO2a, LO2b, LO3a, LO3b, LO3c, LO5a, LO5b, LO5c, LO7a, LO7b	3,4,5,6
MRP (Capstone B)	Independent work with faculty supervision	Research proposal, research paper and presentation	LO2a, LO2b, LO3a, LO3b, LO3c, LO5a, LO5b, LO5c, LO7a, LO7b	2,4,5,6
Research and Communication for Today's Managers	Lecture- Discussions, Guest	Poster, Paper - research	LO5a, LO5b, LO5c	2,3

(existing course)	speakers, Small group work
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APPENDIX B. Comparator Programs

Greater Toronto-Hamilton Area Graduate Health Administration Programs

		Focus		
		Community Health Professional Programs	Health Services Management	Management of Home & Community Care
Tuition cost (relative)	<i>Low (< \$25K)</i>	U of T (MScCH, DLSPH), FT (12 months) /PT (up to 6 years) 5 courses, incl. practicum	U of T (MHSc, IHPME), FT modular (20 months) 15 courses, incl. practicum McMaster (MHM), PT (32 months), Distance. 6 courses plus paper	Ryerson (proposed MHA(CC) (16 months) FT, modular 5 core courses, and Capstone (A) 1 elective course and group project or, Capstone (B) 1 MBA research and communication course and Major Research Paper (MRP)
	<i>Medium/High (>\$40K)</i>		U of T (MBA), FT, PT 20 courses York (MBA), FT, PT 20 courses McMaster (MBA), FT, PT 20 courses	

APPENDIX C. Course Descriptions and Synopsis

1. Course Title: MH 5601 Strategy in the Home and Community Care Sector

Description

This course will provide students with the opportunity to learn and apply strategic management concepts and tools as applied in the home and community care sector and its environment in Canada, with a particular focus on Ontario. Students will be introduced to the historical evolution of this sector to provide context to understand current issues/trends. Students will discuss and analyze the implications for governance, and structure of, and alliances between for-profit and not-for-profit and public agencies that comprise this sector. The range (variation) of populations (i.e. paediatric, mental health, chronic illnesses, seniors) served within this sector, and the implications for equity, diversity and inclusion in providers will also be examined.

Learning outcomes

Upon successful completion of this course, students will be able to:

1. Describe and apply key strategic management concepts and tools as applied in the home and community care sector in Canada.
2. Critically examine the evolution of the home and community care sector in Canada
3. Critically examine and discuss the current and future trends in home and community care in Canada and internationally.
4. Demonstrate a critical understanding of the political, legal and funding environment of the home and community care sector in Ontario
5. Demonstrate an understanding of the complexity and challenges of governance and leadership of not-for-profit and for-profit organizations within the home and community care sector.
6. Demonstrate the relevance and implications of equity, diversity and inclusion, and an understanding of the wide range of populations served in the home and community care sector.

Assessments

1. **Exam.** An exam (mid-term or final) will assess student knowledge of the home and community sector in Canada, including the policy and legal environment.
2. **Briefing note.** This assignment requires students to write on Briefing Note for a CEO of a home and community care organization to provide strategic options/solutions to a current problem faced by the organization. Health care leaders require succinct, informed analysis on a timely basis to assist good decisions on fast-moving, complex and often high politicized issues. The topic for the BN will change each term as it will reflect a problem in 'real time'.
3. **Major paper on current policy issue in home in community care.** This is a group project that will focus on either National or provincial level policy issue as applied at the organizational level of analysis. The paper must provide an in-depth analysis of the issue including historical

background, what stakeholders are affected by it and solutions to the issue from either government and/or provider perspective. This assignment will include a five page outline submitted at the mid-term, and the final paper and presentation. Groups will be assigned in order to foster the formation of a strong cohort comprising students from different sectors.

2. Course Title: MB 8509 Comparative Healthcare Policy and Management (Existing course)

Description

This course introduces tools and data used to compare health care systems, highlights common policy issues and solutions and discusses implications for managers in this sector, which includes acute, long term and community care. Countries studied include the US, UK, France, Germany, Japan and, as a benchmark, Canada. Principles of healthcare economics are discussed and applied to analyze and critique healthcare systems and diagnose policy and management issues associated with insurance, paying providers, coordinating care and adopting technologies.

Learning outcomes

Upon successful completion of this course, students will be able to:

1. Apply core economic and political theories to demonstrate understanding of the policy environment, facing healthcare policy-makers and managers in Canada and other countries.
2. Compare and critique healthcare systems in Canada, the United States, the United Kingdom and other developed countries, using key international and domestic data and policy background sources (e.g. Canadian Institute for Health Information, Organisation for Economic Cooperation and Development, World Health Organization, Commonwealth Fund etc.)
3. Develop and apply an evidence-based approach to identifying and making recommendations on how to develop policy and management responses to challenges across the healthcare service continuum, including acute, community and long term care, and technology assessment.
4. Analyze and critique healthcare service policies and issues as communicated in the media, in international context.

Assessments

1. International health system indicator comparison. Using the OECD Health Data set (free), compare six developed countries, including Canada, the United States and the United Kingdom, in terms of their health status, determinants of health and health expenditure and resources. Prepare properly formatted tables using the most recent data available, discuss how the countries compare, and answer the question: “Which healthcare system is the ‘best?’”.

2. Media briefing notes. Prepare two briefing notes from current (beginning of term) media reports from reputable sources (e.g. Economist, Globe and Mail, Toronto Star, National Post, New York Times). Outline the issue as described, referring to source reports/documents, link to course readings/themes, state implications for policy-makers or managers, and outline recommendations.

3. Comparative policy paper. Identify a key healthcare service issue in Ontario (e.g. integrating primary and acute care, delivering care in rural areas), and, using examples from at least two other countries, provide an evidence-based recommendation on how problems can be addressed.

Note that all of these assessments are individual.

3. Course Title: MH 5002 Management in Home and Community Care

Description

This course introduces and applies key management functions and related concept/ ideas as applied in organizations in the Home and Community Care sector. Mixing lectures and cases, scenarios and/or simulations, students acquire the language of management as they assess situations faced by coordinators and providers of care in the community. Key concepts covered include ethics, leadership, organization behaviour and theory, innovation and change management, entrepreneurship.. Management functions covered include human resources,marketing and entrepreneurship.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of key business concepts and skills, and appropriately apply them to support the delivery of care in the community.
2. Develop and demonstrate familiarity with key elements of ethical and professional leadership, by analyzing and making recommendations related to situations encountered in the delivery and coordination of home and community care.
3. Demonstrate and communicate recommendations on how to follow principles of equity, diversity and inclusion in the recruitment and development of managers and staff able to deliver distributed care in diverse situations, build strong teams and implement innovative change.
4. Analyze and make recommendations, in the form of a business plan, to formally and informally foster cooperation between organizations to deliver and coordinate care and enable client transitions.
5. Demonstrate understanding of risk management, supply chain and logistics processes as applied in the home and community care sector.
6. Identify and pursue intrapreneurial and entrepreneurial opportunities in the home and community care sector.

Assessments

1. **Exam.** Mid-term exam testing knowledge of and relationships between key management concepts as applied in the community care sector.
2. **Case study analyses.** Analyze and prepare recommendations responding to a real or simulated case/scenario describing a complex problem associated with delivering and/or coordinating care in the home and community. The paper will include an implementation plan that addresses contingencies and risks associated with the recommended action(s). Students will prepare brief, fully-referenced executive summary (5-7 pages). Students will conduct two individual assignments. The cases will be discussed in class.
3. **Business plan.** Students in small groups will prepare a business plan for a new organization, or organizational initiative. Students will identify a service gap/need, and develop a full plan of action, including human resource, financial and technical needs, and an implementation strategy. The report must acknowledge the diverse perspectives of multiple stakeholders, including funders, providers, clients/families and coordinating agencies and/or regulators. Groups will prepare and deliver a brief (5-7 slide) presentation and report outlining the plan.

4. Course Title: MH 5003 Performance in Home and Community Care

Description

This course introduces students to concepts and associated research and analysis tools used to evaluate both clinical and financial performance in the home and community care sector. Program evaluation methods used to report and evaluate management process and clinical outcomes, such as collective impact assessments, are introduced and applied. Financial performance aspects covered include fundamental accounting principles as applied to preparing and interpreting financial reports. Clinical and financial reporting elements are integrated in the application of performance-linked funding models and preparations and evaluation of balanced scorecards.

Learning outcomes

Upon successful completion of the course, students will be able to:

1. Develop and apply appropriate evidence-based methods for evaluating programs and organizations in the home and community care sector.
2. Demonstrate ability to identify and use qualitative and/or quantitative methods for program evaluation, including data collection, analysis, synthesis and interpretation.
3. Demonstrate knowledge of, and capacity to, critique the implications of evaluation tools used in the home and community sector.
4. Demonstrate knowledge and use of key managerial accounting principles in reports used for financial reporting and budgeting.

5. Perform and communicate analyses using key financial metrics to assess organizational financial performance, including costing.
6. Explain and describe the linkages between clinical and financial performance and funding models in the home and community care sector.
7. Demonstrate an understanding of key concept of risk management as they relate to organizational performance.

Assessments

- 1. Assignments.** There will be four individual assignments that develop and assess student analytic skills in clinical program analysis (two) and financial performance (two). Each assignment will require students to demonstrate their ability to appropriately apply tools used for performance evaluation in real or simulated situations.
- 2. Group project/presentation.** Students in groups will conduct a financial and clinical evaluation of a program and/or provider delivering or coordinating care in the home and community care sector. The group will identify the program/organizational objectives and performance indicators, develop an assessment protocol, collect, summarize and analyze data, and compare performance with appropriate comparators/benchmarks. Students also may prepare a response to a LHIN or Ministry request for proposal (RFP). The deliverables are a presentation and accompanying report.

5. Course Title: MH 5004 Information Technology for Home and Community Care

Description

This course introduces communication and information technologies used to deliver, facilitate, monitor and manage the integrated delivery of care to clients in the community. Topics include the collection, management and analysis of data generated by these technologies. Students will learn how these tools and applications are used by providers and clients and their families. Key policy and organizational issues associated with these technologies, as well as trends and prospects in this rapidly changing field are also covered.

Learning objectives:

Upon successful completion of this course, students will be able to:

1. Assess, critique and make recommendations on how to appropriately deploy information and communication technologies can be used to deliver, evaluate and integrate care in the home and community.
2. Evaluate and critique how information and communication technologies support networks of care (including supply chains) and develop strategies to facilitate efficient integrated care.
3. Understand how information systems used to coordinate and monitor care in the home and community generate and assemble data used to assess care performance.

4. Apply quantitative methods to analyze and make recommendations using data collected by information and communication technologies used in the home and community care sector.

Assessments

1. Mid-term exam. Students will complete a mid-term exam assessing their base knowledge of the technologies used to coordinate and support care in the home and community.

2. Case assignments. Students in two individual assignments will investigate the use of communication and information technologies as applied in specific home and community care situations. Familiarity with the types of data generated by these technologies, and the analyses of them, will be emphasized.

3. Information technology needs and impact project. Students, in small groups, will assess a particular provider and/or coordinator and assess how they use technologies to support care in the community. Based on this analysis they will offer recommendations on how to improve their processes.

6. Course title: Solving a Community Care Problem (Capstone A)

Description

Students in small groups address a real policy, coordination and/or delivery issue facing one or more organizations in the home and community care sector. One or more cooperating organizations will identify a problem or issue they need to address (e.g. transition, coordination between providers, hiring, training etc.). Under the supervision of SHSM faculty the groups will develop an appropriate research question, identify research needs and proposed methods and deliver a final report, in the form of a business plan. Some of this work will be conducted in the summer term, prior to the Capstone. Over three day-long sessions, students will present their proposal, mid-term update and final report to faculty advisors and their peers.

Learning objectives

Upon successful completion of the course, students will be able to:

1. Develop and effectively communicate evidence-based solutions to address need/problems in the home and community care sector.
2. Demonstrate understanding of and make recommendations for health and community care initiatives that recognize the diverse nature and needs of stakeholders associated with the issue at hand.
3. Apply business knowledge and skills in the development of a business plan that supports the delivery of care in the home and community and identifies risks and possible mitigation.
4. Build and work together as a team to create innovative solutions for problems associated with delivering and coordinating care in the home and community.

5. Communicate, in written and oral form, analyses and recommendations associated with a business plan.

Assessments (group)

1. Project proposal. Prepare a proposal that describes the problem/issue identified by the cooperating organization, provides contextual, theoretical and empirical background, and outlines recommendations. This will be presented at the start of the final (fall) term, following start up work during the summer term.

2. Mid-term update. Groups will present a preliminary report which incorporates the proposal and demonstrates the status of the project. This allows faculty to assess progress, and allows corrective steps to be taken before the final report is completed.

3. Final report. The final report comprises a brief paper and presentation that summarizes the problem/issue, background, analyses and recommended courses of action. It is to be concise and clear, though appendices will be required to supply supporting detail that may be requested.

7. Course title: Major Research Paper (Capstone B)

(Note: Option requires students take MB/MT 8600 Research and Communication for Today's Managers, outlined below)

Description

This is an individual Major Research Paper (MRP) that addresses a management or policy issue in the home and community care sector. Students prepare a paper that identifies the project goals, associated research questions and important background theory and evidence. The project will be applied in nature and require data collection or assembly. Similar to Capstone A, students must prepare and present a proposal, mid-term update and final report.

Learning objectives

1. Develop and effectively communicate an evidence-based solution to address a problem in the home and community care sector.
2. Demonstrate understanding of and make recommendations for health and community care initiatives that recognize the diverse nature and needs of stakeholders associated with the issue at hand.
3. Apply business knowledge and skills in the development of a business plan that supports the delivery of care in the home and community and identifies risks and possible mitigation.
4. Build and work together as a team to create innovative solutions for problems associated with delivering and coordinating care in the home and community.

5. Communicate, in written and oral form, analyses and recommendations associated with a business plan.

Assessments

1. Proposal. Brief presentation and paper defining the problem/issue, providing summary background and proposed research methods. This will be presented for the start of the final (fall) term, following start up work during the summer term.

2. Mid-term update. Students will present a summary of their project, including findings to date half way through the Capstone term.

3. Final report. The final report comprises a brief paper and presentation that summarizes the problem/issue, background, analyses and recommended courses of action. It is to be concise and clear, though appendices will be required to supply supporting detail that may be requested.

8. Course title: Research and Communication for Today's Managers MB/MT 8600
(existing course)

Note: This course is required for students choosing Capstone B.

Description

This applied course introduces management research and communication skills. Key topics include formulating questions, conducting critical literature reviews, data analysis using quantitative and qualitative methods, and writing the research proposal for the MRP. The course will provide an overview of different types of qualitative and quantitative research methods. The communications dimensions focus on writing and presenting the results of original research. All students are expected to have already achieved the foundational knowledge of basic descriptive statistics, and be familiar with simple inferential statistics such as correlation and multiple regressions.

Learning objectives

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

1. Demonstrate an understanding of the following:
 - a. Different types of knowledge outcomes from an applied research project
 - b. Different types of research questions and their goals
 - c. Different types of research methods and their goals
 - d. Different types of data analysis techniques and their goals
2. Demonstrate competence in defining a researchable question, and designing a research strategy for its investigation.
3. Demonstrate competence in selecting an appropriate methodology and empirical methodology for the execution of the proposed research.

Assessments

1. **Descriptive data analysis:** Students summarize and display descriptive characteristics of a extant data set.
2. **Research question and literature review:** Craft a research question related to a real management topic or issue. Develop and prepare a literature review that offers tentative answers (i.e. hypotheses) to the research question posed. This comprises the foundation of the MRP proposal (No. 4, below).
3. **Hypothesis testing:** Using an extant data set, perform statistical analysis testing for differences in means and identifying relationships between variables. Present data in properly formatted tables and briefly discussed findings.
4. **MRP proposal (poster and paper):** Write a brief research proposal for a major research paper, based on the research question and literature review prepared (No. 2, above). Further justify and describe the research method(s) you would use to study the question proposed. Summarize this proposal in a properly formatted research poster.

APPENDIX D. Program Schedule

Schedule term 1 - Fall

Two required courses. All modular format.

	Thursday	Friday		Saturday	
	6:30-9:30 PM	9:00 AM-12:00 AM	1:00-4:00 PM	9:00 AM-12:00 PM	1:00-4:00 PM
September (I)	Introduction to program	<i>Comparative Health Care Policy (CHP)</i>	<i>Strategy in the Home & Community Care Sector (HCCSC)</i>	HCCSC	CHP
October (II)	CHP	CHP	HCCSC	HCCSC	CHP
October (I)	HCCSC	CHP	HCCSC	HCCSC	CHP
November (II)	CHP	CHP	HCCSC	HCCSC	CHP
November (I)	HCCSC	CHP	HCCSC	HCCSC	CHP

Schedule term 2 - Winter

One required course (Friday-Saturday module) and elective (weekly, evening). Capstone A students pick elective from MBA or MN (or other) programs. Capstone B (MRP) students take *Research & Communication for Managers*.

	Monday to Thursday	Friday/Saturday module		
January to April	6:30-9:30 PM	Friday	Saturday	
	Weekly during term (12 weeks)	1:00-4:00 PM	9:00 AM-12:00 PM	1:00-4:00 PM
	Capstone A stream: One Elective – MBA or MN*	<i>Management in Home and Community Care (MHCC)</i> 4 Modules throughout term		
	Capstone B stream (MRP): <i>Research & Communication for Managers</i>	<i>Management in Home and Community Care (MHCC)</i> 4 Modules throughout term		

* The Master of Nursing and MBA programs offer electives in evenings.

Term 3 - Spring/Summer

Two required courses. All modular format.

	Thursday	Friday		Saturday	
	6:30-9:30 PM	9:00 AM-12:00 PM	1:00-4:00 PM	9:00 AM-12:00 PM	1:00-4:00 PM
May (I)	Introduction to summer modules	<i>Performance in Home & Community Care (PHCC)</i>	<i>Information Technology for Home &</i>	<i>Information Technology for Home &</i>	<i>Performance in Home & Community Care (PHCC)</i>

			<i>Community Care (ITHCC)</i>	<i>Community Care (ITHCC)</i>	
May (II)	<i>PHCC</i>	<i>PHCC</i>	<i>ITHCC</i>	<i>ITHCC</i>	<i>PHCC</i>
June (I)	<i>ITHCC</i>	<i>PHCC</i>	<i>ITHCC</i>	<i>ITHCC</i>	<i>PHCC</i>
June (II)	<i>PHCC</i>	<i>PHCC</i>	<i>ITHCC</i>	<i>ITHCC</i>	<i>PHCC</i>
July (I)	<i>ITHCC</i>	<i>PHCC</i>	<i>ITHCC</i>	<i>ITHCC</i>	<i>PHCC</i>

Term 4 – Fall

Capstone A stream	Meet three times over term for day long presentations of proposals, mid-term updates and final report. (Saturday or Sunday)
Capstone B stream	Flexible meeting time with supervisor.

The proposed structure is similar to the University of Toronto’s Master of Health Administration, which also enables students to remain working while taking the program.

APPENDIX F. Survey of Stakeholders and Discussion of Results

A Survey for a new graduate program at Ryerson: A Master of Health Services Management in Community Care

The School of Health Services Management at Ryerson University is proposing to introduce a new graduate program: a Master of Health Services Management in Community Care (MHSMCC).

Ryerson's MHACC will be the first graduate program in Canada to focus on community health services management. The Ryerson MHSMCC is designed for degree-holders in the Greater Toronto and Hamilton Area (GTHA) who are working in health care, or who want to transition into it.

The goal of the program is to prepare students to actively, effectively, efficiently and ethically manage, lead and/or start organizations that coordinate and/or deliver health care and support to people (of all ages) living in their homes and the community. Beyond providing the knowledge and skills required by managers and leaders in the broader healthcare sector, the program will put a special emphasis on flexibility, inter-organizational collaboration, enabling technology, entrepreneurship and business skills that care in the community demands.

Key characteristics of the proposed program include:

- Skill-based curriculum comprising six courses plus a capstone project addressing a key issue with a partner/provider in the community care sector. Core courses cover health care policy, management, finance and accounting, information technology, and performance and program evaluation, all as related and applied in home and community care.
- Students drawn from diverse organizations providing care, from traditional healthcare institutions such as hospitals or government to for-profit and not-for-profit providers of home care services.
- Modular format delivered over 16 months allowing students to complete the program while remaining employed (i.e. courses delivered Thursday evenings and all day classroom format Thursday - Friday, 4 times a semester).
- Reasonable tuition cost.
- Accessible location at Yonge and Dundas in Toronto.

Please answer the following questions regarding the proposed MHSMCC program

1. Are you a potential student or potential employer/recruiter of a graduate of the proposed program?
 - I am a potential student
 - I am a potential employer/recruiter
 - I am both

I am neither

2. Please indicate your current situation (select all that apply)

- I work in an organization related to delivering care or support in the community (including home, supportive housing, retirement home, etc.)
- I work in healthcare but not in the community (e.g. hospital, government, etc.)
- I work in another sector but am interested in healthcare
- I am a student
- I am not currently employed
- Other:

3. Are you a student or alumnus of Ryerson University?

- YES - I attend(ed) The School of Health Services Management
- YES - I am/was in another program or faculty at Ryerson
- NO

4. Is the proposed MHSMCC program appealing to you?

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no

5. What element(s) of the proposed MHSMCC program most appeal to you? Select all that apply

- The focus on care in the community
- The curriculum
- The modular classroom format
- That it is offered full time allowing for completion within 16 months
- The affordable tuition cost
- The location
- That it is offered by Ryerson University / Ted Rogers School of Management / School of Health Services Management
- Other:

6. Would you recommend this program to your colleagues or employees?

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no

7. Would the MHSMCC degree be valued by your organization for hiring or promotion purposes?

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no

8. Do you believe there is a need for a graduate program like the MHSMCC specialized in managing care in the community?

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no

9. In your opinion, what priority area(s) or content should the program focus on in preparing our graduates to lead/manage in this sector?

10. Do you have any additional comments regarding the proposed MHSMCC program?

Discussion of Survey Results

Sample

As Table 1 shows, 97 people completed the survey. Most (70%) were potential students, 14% were potential employers or recruiters, and 2%, were both. SHSM alumni and students figured prominently, comprising 87% of respondents; another 4% were graduates of other Ryerson programs. Most, 86%, work in healthcare; about 30% of the respondents are in the sector, community care, targeted by the proposed program.

Table 1. MHSM(CC) Survey Sample

Item	n	%
Are you a potential student or potential employer/recruiter of a graduate of the proposed program?		
I am a potential employer/recruiter	13	13.7
I am a potential student	66	69.5
I am both	2	2.1
I am neither	14	14.7
Total	95	100.0
Are you a student or alumnus of Ryerson University?		
NO	8	8.4
YES - I am/was in another program or faculty at Ryerson	4	4.2
YES - I attend(ed) The School of Health Services Management	83	87.4
Total	95	100.0
Please indicate your current situation		
I work in healthcare but not in the community (e.g. hospital, government, etc.)	54	56.8
I work in an organization related to delivering care or support in the community (including home, supportive housing, retirement home, etc.)	28	29.5
I am a student (only)	6	6.3
Other	7	7.4
Total	95	100.0

Need for and value of program

As Table 2 shows, nearly 90% of respondents thought that there is probably or definitely a need for the MHSM(CC). It is notable that 10 of the 15 (66.6%) potential employer/recruiters indicated there “Definitely” is a demand for this type of program; and the other 5 (33.3%), indicated “Probably yes”. Of the potential employer/recruiters, 12 (75%) checked “Definitely” or “Probably yes” to indicate that this degree would be valued for hiring and promotion purposes. A somewhat lower share of all respondents, 68.4%, indicated that the degree would be valued in their organizations for hiring or promotion purposes, while 24% were “not sure” for this item. Those working in community care

tended to see potential value. Half of this group answered “Definitely Yes” to the perceived value item, and another 36% checked “Probably Yes”. It is encouraging that about two-thirds of those working in healthcare, but not in the community, indicated the degree would be valued in their organizations.

Two items were used to assess the personal appeal of the program to respondents. More than 80% found the program appealing, and a slightly lower ratio, just under 80%, would recommend the program to colleagues or employees. Over 60% of those working in community care “definitely” found the program appealing, and a similar ratio would definitely recommend it to colleagues or employees. About a third of this group noted the degree would “Probably” be appealing, and that they would recommend it to colleagues and employees. Again, 75% (12 of 15) of potential employers/recruiters indicated they would recommend the program to colleagues or employees.

Table 2. Demand and interest in the MHSM(CC)

Item	Definitely Yes n (%)	Probably Yes n (%)	Not sure n (%)	Probably no n (%)	Definitely no n (%)
Do you believe there is a need for a graduate program like the MHSMCC specialized in leading and managing care in the community?	61 (64.2)	24 (25.3)	6 (6.3)	2 (2.1)	2 (2.1)
Would the MHSMCC degree be valued by your organization for hiring or promotion purposes?	34 (35.8)	31 (32.6)	23 (24.2)	6 (6.3)	1 (1.1)
Is the proposed MHSMCC program appealing to you?	50 (52.6)	28 (29.5)	8 (8.4)	6 (6.3)	3 (3.2)
Would you recommend this program to your colleagues or employees?	43 (45.3)	32 (33.7)	16 (16.8)	4 (4.2)	0 (0.0)

As noted, the survey offered only a brief summary of the program. Survey responses, shown in Table 3, suggest that the most appealing program features by a considerable margin were the modular format and that the program is offered by the SHSM, in TRSM at Ryerson. The format will allow students to keep their jobs while taking the program, and finish in 16 months. It is good to know that SHSM students and alumni, who comprised a large share of the sample, (and would be potential students) positively view the School’s intention to deliver this program. The community care focus on the program is also an appealing feature, thus recognizing the need for this specialization. It must be noted that the affordable tuition level was considered important by about half of the respondents.

Table 3. Elements of the proposed program that are most appealing? Selecting all that apply (n=97)

Element	Number	%
The focus on care in the community	53	54.6
The curriculum	34	35.1
The modular class format	60	61.9

That it is offered full time allowing for completion within 16 months	45	46.4
The affordable tuition	49	50.5
The location	41	42.3
That it is offered by Ryerson University / Ted Rogers School of Management / School of Health Services Management	58	59.8

Comments and suggestions for the MHSM(CC)

Two items sought responses about the priority areas the program should focus on, as well as general comments and suggestions. Respondents shared many opinions. These comments can be grouped into three broad categories: general opinions, curriculum content, and mode and nature of delivery.

General opinions

There were several comments endorsing the program, mostly identifying the need for management skills in the community care sector, which is growing in importance.

Representative comments include:

This is a program that it [is] long overdue seeing that there has been such a focus of community health care. Most programs tend to focus on traditional hospital management - this program will be a welcome addition to healthcare management.

Healthcare funding is being directed back into the community, the need for services and management of these services is going to increase drastically over the next few years.

A few comments questioned the need for a Masters in the program. While they were in clear minority, they are worth considering.

I work in LTC. Most but not all managers have an undergraduate degree. Masters prepared staff are not necessary -more attention is given to experience in the field, which is so specialized. MSW's have more of a role. My BHA was very comprehensive and complemented with extensive experience in the field has been more than enough for a senior role in a large corporation.

I'm not sure that I would invest time and money into a program with no ROI. Given the salaries in this sector, how long will it take to pay off a masters degree? I have a hard time seeing the value of this degree.

In sum, most general comments and the overall survey findings, noted above endorsed the degree. However, a few respondents expressed the view that the community care sector is not yet professionalized. The MHSM(CC) can offer a means of developing professional skills in this developing field.

Curriculum content

Respondents' suggestions for curriculum content represented five broad themes. These were sector context, business skills, quality evaluation and data analysis, relationship

management and special populations. Answers tended to include multiple areas of focus, so these comments are not grouped by these themes.

In terms of the context, there were several comments about the need for the program to cover the policy context of community care, including the legal environment. It is apparent that the elderly population comprises the largest client base, so their needs should be understood. Notwithstanding, there is a need to consider other special populations, including children, indigenous people and those with mental health issues, according to the survey findings.

Several respondents offered very comprehensive answers:

Managing inter-sectoral and inter-professional collaborations toward common health sector goals. The focus being on community based practice with the goal to reduce healthcare utilization and cost (hospital admission, 30-day readmission, emergency room visits, mean annual cost etc.), increased multi-disciplinary care, and appropriate evidence based self-management strategies.

High level program development with data utilization to support decisions. Fact based, proven system design that includes staffing models, economic structure that have been proven successful.

Types of stakeholders to develop a relationship with and how to do this. Business management including budgets, accounting applicable to this role. How to recruit new staff for the business. Current and future layout of LHINS and CCACs and how this degree and role will fit in.

Assessment of the patient needs and experience. How to connect the patient/client to the right people. Advanced communication skills for the candidates/workers in the field.

Delivering patient-centered care. Growing/evolving staff. Changing old staff habits. Improving technology skills of staff. Looking at ways to utilize budget more effectively, investing in our facility, staff for future growth and improvement in outcomes. Finding waste or poor habits/choices and reducing them. Educating the public and improving community health. Designing programs to address key issues. Etc

Homecare but specifically Elder care, Long-term care best practices, Information management, structure of LHIN's, Government policy (federal and provincial) and how to manage within it

Business - too many health care people, have Science or Biology undergraduate degrees, and then they get into a management and have zero business sense. Please focus on business as it relates to health care, including innovation, as well as how to build revenue and profits (where possible).

Understanding of public policy as it relates to healthcare; project and program management skills; program planning/ development and evaluation; understanding of public health and health promotion; business skills relevant to healthcare (such as Ones focused on in MBA programs); epidemiology

There were also multiple mentions of more specific elements, including funding models, integration of care, staff engagement and retention.

Mode and nature of delivery

The survey comments strongly expressed the need for applied approaches in the program. Including a capstone project based in the sector was suggested several times.

Community care requires a multi-faceted approach to manage its needs. I think, a case based model for study - one that bridges the functions of management with the needs of community will be useful in student development.

The program should involve healthcare community partners to allow graduates to apply what they learn in a practical way

Further, several respondents expressed their wish for the program to offer courses in a distance format. (The BHA programs offered by the SHSM currently can be taken by distance, though the capstone project requires attendance at workshops and final presentation at Ryerson.)

APPENDIX G. Library Report



Ryerson University Library and Archives

Library Response to the Letter of Intent for the Master of Health Services Management in
Community Care (MHSMCC) Program

March 2017

Prepared by: Don Kinder, Subject Librarian
Approved by: Madeleine Lefebvre, Chief Librarian

Library Report Table 1: Library Learning Environment (Overview) RYERSON

Collections Snapshot Source: CARL statistics – 2014-2015 data			Enrolment FTE Activity (all counts per FTE) Source: CARL – 2014/2015 data (NB: most recent available) FTE as reported to CARL: 30,924																																												
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Summary Statements

- This report demonstrates that Ryerson University Library and Archives resources and services can adequately support the proposed Master of Health Services Management in Community Care (MHSMCC). The foundation of the Library's monograph, serials and databases/e-resources collection in support of the current undergraduate program is based on the Library's existing collections for the programs in HSM, HIM, Nursing, Business, Social Work (and related programs), Information Technology Management, and Public Health.
- Students and faculty have easy access to abstract and indexing databases in the discovery of published materials. *HealthStar*, *Medline*, *CINAHL*, *Social Services Abstracts* and *Canadian Business and Current Affairs* are a few examples of these databases. *Search Everything* (the Library's default discovery service introduced in 2011) provides an efficient method of searching the majority of Library resources in ways consistent with Google and other one-box interfaces. *Search Everything* has increased access to the wide scope and depth of the Library's licensed, purchased, and open-access content.
- The Library's serials collection compares reasonably well when evaluated through Ulrich's *Serials Analysis System*, which compares Ryerson's holdings to core journals in the HSM field. The Library can also provide access to materials not in its collection through *RACER*, the inter-library (ILL) loan delivery service. In the absence of funding for new subscriptions interlibrary loans is an essential service for Ryerson's researchers.
- Cuts to the Library budget, the significant pressure imposed by the US exchange rate, Ryerson's rapid growth, and the annual publisher's inflation of 5% to 10% are putting library resources at risk. In the absence of a major influx of base funding the Library has been forced to look at making cuts to resources across all departments. Each existing resource subscription to databases and journals is being critically reviewed for usage and cost as well as relevance before each renewal. In this environment, the Library is less likely to be able to subscribe or purchase new content without cancelling existing resources in turn. In the past academic year the Library was not able to subscribe to any new titles due to the factors listed above. (See Recommendations section)
- Sustained financial commitment from the University is necessary to continue to provide the current level of service to Ryerson's students and to allow for the maintenance of the current quality of resources and services. The Ryerson Library currently receives 2.70% of the University budget, a ranking that sees it at the lowest among its peers in both provincially and nationally. As per national and provincial averages, the Library requires no less than 4% of the university's budget dedicated to the Library. This figure is a basic benchmark. An incremental improvement in the Library's share of the university's operating budget is recommended to maintain current resources and service levels and to invest in innovation and improvements.
- The Library is committed to the development of lifelong learning and employs experienced and highly knowledgeable staff to assist the Ryerson community in all aspects of research. An extensive information literacy program provides students with the skills for success in their programs and careers. Graduate students benefit from specialized in-class and one-on-one instruction in the use of library resources. It is recommended that faculty awareness of this program be increased for the graduate program as the service is under-utilized in the Health Services Management program.

Library Learning Environment (Overview)

Library Report Table 1 contains the latest data on overall Ryerson University Library and Archives performance and other measures from the Canadian Association of Research Libraries (CARL), the Canadian Association of University Business Officers (CAUBO), and Common University Data Ontario (CUDO). For data relating to specific Health Services Management resources please refer to Library Report Table 2 (Monograph/book title holdings), Library Report Table 3 (Serials holdings) and Library Report Table 4 (Expenditures). Note that latest information available at this time is for the period 2014/15.

Infrastructure: Contributing to Student Success

The Ryerson University Library and Archives is accessible 24 hours a day and 7 days a week at www.library.ryerson.ca. Alternately, students have access to the library directly via the *My Library* tab that is universal to all D2L course management logins. For off-campus access to licensed resources the library has a single sign-on system via the my.ryerson.ca login.

The Ronald D. Besse Information and Learning Commons, located on the main floor, provides access to a very wide range of information resources with advanced technology and provides the expertise necessary to allow students and faculty to successfully integrate information with technology in their academic pursuits.

Selected Learning spaces in the Ronald D. Besse Learning Commons include:

- Technology Support (in collaboration with Computing and Communication Services)
- Reference/Research Support (Reference service available at the Research Help Desk and is also provided through the live chat service *Ask a Librarian* (both open seven days a week.)
- Geospatial Map and Data Centre

Ryerson's *Student Learning Centre* (SLC) is attached to the existing Library and is home to a wide range of academic support services that foster learning success. The new Centre provides the entire Ryerson community with a facility in which to study and collaborate. The SLC accommodates 2,300 students, and provides **space for individual or group study. A large graduate reading room, accessible via a card-swipe system, is also available. The Digital Media Experience Lab is an area for experiential learning where students in any program can learn and development their digital skill set. Students can take workshops and book appointments to learn new software and hardware to supplement their coursework and research.**

The Library welcomes user feedback and endeavors to respond to the stated needs of the community via several channels including an online suggestion box and live Twitter feeds, and a Facebook fan page. It also provides real time information on the availability of computers, laptops and study rooms.

Support for Learning and Teaching

Instruction, information & research skills support of particular interest to Health Services Management students.

Student success and the fostering of information literacy skills is the driver behind the Library's extensive program of services, workshops and tutorials. This program includes:

- Faculty-initiated classes that focus on research skill development for assignments
- Research skills workshops for students to attend at their convenience.

- Online tutorials that address the needs of students studying at a distance. New tutorials are added frequently. A current list can be viewed at: <http://ryerson.ca/library/tutorials/index.html>
- Research assistance available at the Research Help Desk 7 days a week.
- One-on-one appointments with a librarian subject specialist.

The Digital Repository

The Library's Digital Repository is intended for Research and scholarly output produced by the individual university departments and centres on campus. The repository provides the ideal means for sharing publications produced by faculty and graduate student researchers.

Collections in Support of Teaching and Learning

The collection development policy in its entirety can be found online at: <http://www.ryerson.ca/library/info/collections/colldev/index.html>

The subject librarian for HSM oversees primary collection development in the core areas of health services management. However, it should be noted that the program is heavily supported by collection development efforts in the following programs and/or courses: Health Information Management, Nursing, Public Health, Business Management, Accounting, Law, Information and Technology Management, and others. A number of program reviews undertaken in recent years have shown that the Library's collection in these supporting programs are quite strong and capable of supporting upper level and advanced undergraduate courses, as well as graduate-level courses when they exist within a program.

An automated collection management approval plan is also used to ensure the latest and most relevant print and electronic materials (e.g. e-books) are available in a timely manner. Through this system, collection development is guided by a detailed subject profile based on Library of Congress call number ranges that has been developed by the subject librarian and the vendor of the approval plan system. The collections profiles are under continuous review and can be modified at any time to accommodate curriculum changes, the introduction of new programs, etc.

Access to electronic books is a priority for the Library and the overall collection currently numbers over 500,000 items. The collection is very well used and valued by students and instructors, especially those who are involved in online or distance courses. If possible, Ryerson prefers to purchase content in digital format, including books. Suggestions for purchases from faculty, staff and students are welcomed and the Library tries to accommodate such requests, within reason. In circumstances where the library does not have a desired item available it endeavors to provide the material through its Interlibrary Loan Service (*RACER*), which is free to the Ryerson community.

The Electronic Resources and Serials Review Committee monitors and manages all other acquisition activity. Ryerson is a member of two major consortia: the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL). The combined purchasing power of these consortia allows members to negotiate the licenses for content from most major academic publishers. The Library is also a member of the Ontario Learning Resources for Nursing (OLRN) network which provides all Ontario colleges and universities participating in the collaborative baccalaureate nursing program access to the same key evidence-based electronic nursing resources including *Healthstar*, *CINAHL*, *Medline*, *EBM Reviews*, and *Nursing and Allied Health*.

Research Databases

A comprehensive list of over 400 research databases available to the Ryerson community is available at: http://www.ryerson.ca/library/indexes_title.html The list of databases specific to the Health Services Management is provided in **Appendix I**. In comparing Ryerson's HSM-related collection of databases with York University and the University of Toronto, it should be noted that Ryerson subscribes to all the databases both these institutions with the exception of *Ageline*, which is an essential resource for a graduate program focusing on community health care. (See Recommendations section.)

Monograph Collection

The Library's book collection (print and electronic) in support of the HSM Program and related areas has grown over the past decade, in most areas, from 23,000+ to over 43,000+ titles. In addition to the collections efforts undertaken by librarians, the Library recently introduced a *Demand Driven Acquisitions* system wherein a selection of current academic titles is made available through the Library's catalogue but the actual purchase of specific titles is triggered by patron request. In light of the difficult funding scenarios currently experienced by academic libraries in the province the system helps ensure that funds are spent on material actually needed by users.

Library Report Table 2: Comparison: Monograph (Book) titles (print and electronic) Library holdings in HSM and related subject areas (selected) 2006 and 2017 to date.

Subject Heading	Holdings in 2006	Holdings to Date
Business Communication	261	579
Collective Bargaining—Health Facilities	7	11
Community Development	954	1653
Community Health Nursing	172	211
Epidemiology	397	750
Gerontology	189	323
Health Care Reform	246	526
Health Care Reform -- Canada	120	203
Health Facilities	233	514
Health Facilities Administration	26	66
Health Insurance	266	438
Health Insurance Canada	72	102
Health Planning	317	587
Health Services Administration	342	756
Home Nursing	170	247
Homeless Persons	228	502
Homelessness	234	436
Hospitals	877	1509
Hospitals—Administration	70	145
Hospitals—Employees	37	59
Human Services	352	585
Long-term Care Facilities—Administration	11	22
Managed Care Plans—Medical Care	51	88
Management	8161	17630
Medical Economics	245	475
Medical Policy	531	1369
Nursing Home Care	51	86
Nursing Homes	119	180

Older People -- Canada	527	771
Older People -- Care	576	841
Older People – Services for	344	476
People with Disabilities	2454	3308
Personnel Management	1904	2682
Public Health	1229	2942
Public Health Administration	105	210
Social Services	1288	2081
TOTAL	23,166	43,363

Serials Collection

Ulrich's Periodical Index is the world's most authoritative source of bibliographic and publisher information for serials and the most comprehensive source of print and electronic serials data available. Through the *Ulrich's Serials Analysis System* the following data has been generated comparing Ryerson's serials holdings HSM and related areas to Ulrich's Core List -- some 70,000 active titles representing scholarly, refereed journals.

In reviewing the **Library Report Table 3**, below, it is evident that the Library's serials holding compare reasonably well against Ulrich's Core List in the subject areas listed. In the subject area of Health Facilities and Administration Ryerson holds approximately 72% of the core titles, with 30 titles not held the Library. For an extensive list of serials held by Ryerson in HSM and related areas see Library Report Appendix 2. Unlike **Library Report Table 3**, the list in Library Report Appendix 2 includes all types of journals including scholarly and refereed journals, as well as trade journals.

Library Report Table 3: Serials Holdings Comparison. Ryerson holding to Ulrich's Core List (active, refereed journals) in selected subject areas, print and electronic. February 2017.

Ulrich's Subject	Ryerson Titles	Number of Ulrich's Core Journals with this Subject	Ryerson journal Count as a percentage of Core	Ulrich's Core Titles Ryerson does not hold
Health Facilities & Administration	76	106	71.7%	30
Social Services & Welfare	200	277	72.2%	77
Gerontology & Geriatrics	147	199	73.87%	52
Management	670	1035	64.73%	365
Computer Applications (Health)	46	74	62.16%	28
Nurses & Nursing	341	405	84.2%	64

Financial Commitment

Due to ongoing base-budget budget reductions over the last decade, the declining level of investment in collections is evident in **Library Report Table 4**. The figures in this table do not fully capture the substantial cost of maintaining the Library's suite of electronic resources. Only the costs relating to the Health Services Management program (and not covered under the Library's consortial licensing) are listed in this table. Many of the electronic resources used by HSM students and faculty are paid as part of general library expenditures.

Library Report Table 4: Sustained financial commitment to improving collections

Note that the Library of Congress (LCC) Class Ranges [HD-HD100], [R-R9999.99] and [RA-RA9999.99] contain all specific Library of Congress Subject Headings relating to health services management listed in Library Report Table 2.

Fiscal year & LCC Range	Description	Books	E-resources	Serials	Audio visual
2015/16					
HD-HD100	Management	\$29,238.67		\$4,674.37	
R-R9999.999	Medicine (General)	5,503.83		2,674.37	
RA-RA9999.99	Public Aspects of Medicine	18,278.26		10,754.80	
TOTAL		\$53,026.76		\$18,246.02	
2014/15					
HD-HD100	Management	\$26,714.56		\$3,485.89	\$365.55
R-R9999.999	Medicine (General)	9,226.11		3,136.63	--
RA-RA9999.99	Public Aspects of Medicine	18,098.34	\$2,500.00	10,336.78	\$97.65
TOTAL		\$54,039.01	\$2,500.00	\$16,959.30	\$464.20
2013/14					
HD-HD100	Management	\$25,339.66		\$4,348.82	
R-R9999.999	Medicine (General)	\$4,814.60		\$2,845.75	
RA-RA9999.99	Public Aspects of Medicine	\$17,999.60	\$2,060.00	\$17,455.77	\$366.40
TOTAL		\$48,144.86	\$2,060.00	\$17,455.77	\$366.40
2012/13					
HD-HD100	Management	\$22,802.40		\$3,975.45	
R-R9999.999	Medicine (General)	\$3,260.00		\$2,799.17	
RA-RA9999.99	Public Aspects of Medicine	\$13,449.10	2,060.00	\$8,447.03	\$308.95
TOTAL		\$39,511.81	\$2,060.00	\$15,221.65	\$308.95
2011/12					
HD-HD100	Management	\$23,083.68	\$3,574.85	\$3,666.20	----
R-R9999.999	Medicine (General)	26,545.91	--	2,318.71	366.00
RA-RA9999.99	Public Aspects of Medicine	9,127.97	2,000.00	8,515.93	39.88
TOTAL		\$58,757.56	\$5,574.85	\$14,500.84	\$405.88
2010/11					
HD-HD100	Management	\$19,754.72	\$371.10	\$4,072.37	\$350.00
R-R9999.999	Medicine (General)	2,548.35	----	6,294.51	----
RA-RA9999.99	Public Aspects of Medicine	10,714.08	2,000.00	8,012.34	607.70
TOTAL		\$33,017.15	\$2,371.10	\$18,379.22	\$957.70
2009/10					
HD-HD100	Management	\$33,213.12	\$8,181.68	\$3,422.13	\$0.00
R-R9999.999	Medicine (General)	3,300.84	3,273.10	1,936.60	157.21
RA-RA9999.99	Public Aspects of Medicine	16,609.77	3,384.83	7,428.84	159.90
TOTAL		\$53,123.73	\$14,839.61	\$12,787.57	\$317.11
2008/09					
HD-HD100	Management	\$31,512.35	\$39,357.11	\$5,749.11	\$1,272.75

R-R9999.999	Medicine (General)	5,394.92	2,770.32	2,438.93	0.00
RA-RA9999.99	Public Aspects of Medicine	20,127.70	2,172.00		1,342.23
TOTAL		\$57,034.97	\$44,299.43	\$21,029.42	\$2,614.98
2007/08					
HD-HD100	Management	\$31,512.35	\$39,357.11	\$5,749.11	\$1,272.75
R-R9999.999	Medicine (General)	5,394.92	2,770.32	2,438.93	0.00
RA-RA9999.99	Public Aspects of Medicine	20,127.70	44,299.43	12,841.38	1,342.23
TOTAL		\$57,034.97	\$44,299.43	\$21,029.42	\$2,614.98
2006/07					
HD-HD100	Management	\$25,100.97	\$39,064.38	\$4,419.14	1,520.00
R-R9999.999	Medicine (General)	8,992.96	2,953.75	3,335.13	1,225.15
RA-RA9999.99	Public Aspects of Medicine	19,319.29	2,970.95	11,764.70	\$0.00
TOTAL		\$53,413.22	\$44,989.08	19,518.97	2,779.15
2005/06					
HD-HD100	Management	\$34,242.13	\$33,885.31	\$7,219.53	\$2,670.00
R-R9999.999	Medicine (General)	9,860.16	2,681.23	2,301.16	--
RA-RA9999.99	Public Aspects of Medicine	23,516.61	607.00	19,848.98	902.37
TOTAL		\$67,618.90	\$37,173.54	\$29,369.67	\$3,572.37

Library Report Table 5 shows the expenditure for collections since 2007. These figures reflect the growth in the availability of high-quality electronic resources and the increasing cost of subscriptions due to inflation and the fluctuation in the US exchange rate. It is recommended that Library be allotted 4% of the university budget in order to offset increasing costs of existing resources and to continue to improve and expand the collection.

The total budget for electronic resources is well over three million dollars and that includes a significant number of resources that support the Health Services Management program. Please refer to Table 1, *Library Learning Environment* (Expenditures—Electronic resources) for more detail.

Library Report Table 5: Ryerson Library. Expenditures on Collections 2007 to 2016.

Fiscal Year	Monographs	Serials	Electronic Resources	TOTAL
2015/16	\$1,009,060.00	\$471,503.00	\$3,708,034.00	\$5,188,597.00
2014/15	849,859.74	467,211.37	3,261,958.28	4,579,029.39
2013/14	718,356.61	264,098.52	2,710,178.44	3,692,663.57
2012/13	526,221.65	246,321.45	3,362,703.54	4,135,246.64
2011/12	580,974.30	274,534.90	2,933,539.00	3,789,048.20
2010/11	693,308.23	298,193.94	2,812,880.36	3,804,382.53
2009/10	973,087.80	295,780.30	2,448,686.10	3,717,554.20
2008/09	1,085,046.93	416,072.76	3,239,662.92	4,470,782.61
2007/08	1,024,863.12	579,796.05	2,596,036.39	4,200,695.56

Recommendations

In reviewing the Library's collections and services it is evident that the Library can adequately support the proposed MHACC program.

It must be noted, however, that the Library's collections budget has eroded over time, subject to a quadruple threat of across the board administrative budget cuts, a weakened Canadian dollar, the growth of Ryerson, and an average inflation rate of 5% to 10% from publishers.

The Library's electronic resources consortial deals are very sensitive to trends in publisher pricing models and the foreign exchange rate and currently, the annual increases for electronic resources are exceeding the rate of inflation. Like many academic libraries across Canada, it is evident that the Ryerson Library will not be able to afford to maintain the breadth of its current packages and subscriptions without additional financial support.

While the proposed MHACC program is relatively small, its researchers will draw a large number of resources spanning numerous disciplines including, business, nursing, social work, information technology, aboriginal studies, and public health, all of which are being negatively affected by the factors listed above.

Additionally, the Ryerson Library has consistently ranked lowest, or tied for the lowest place, in the amount allotted by universities to their libraries among the comprehensive universities. In 2014/15 the Library's percentage of the University budget was 2.70% whereas the provincial average was 4.23% as seen in **Library Report Table 6**.

Library Report Table 6. The Ryerson University Library Budget Compared to the Provincial Average

(Source: Canadian Association of Research Libraries/CARL, 2014/15 latest data.)

	Total Library Expenditure	Percentage of University Budget	Percentage of Library Budget Spent of Acquisitions
Ryerson University	\$13,665,326.00	2.70%	34.05%
Provincial Average	\$26,272,487.00	4.23%	40.3%
Provincial Median	\$20,653,430.00	3.70%	44.36%

- It is recommended that \$5000.00 dollars a year be added to the Library's base budget. These funds would be used to purchase an annual subscription to *Ageline*, an essential research database held by other universities with similar HSM programs, including York and the University of Toronto. *Ageline* is the premier online resource for social gerontology research and focuses on issues of aging and health, including related services.
- It is also recommended that an additional start-up investment of \$4000.00 be provided to the Library in the first year. These funds will allow for the purchase of approximately 40-50 books to support an HSM program at the graduate level. Titles will be purchased through the subject librarian's collection development methods, faculty requests and through demand-driven acquisition.

- In order to maintain strong research services required of a first class research and educational institution, an increase the investment in the library as a percentage of the university budget is needed. The Library requests that the University allocate 4% of university budget to the Library in order to minimally match the current provincial average. An increase to the Library's base budget will assist in ensuring that current resources and service levels are maintained
- In order to ensure that graduate students involved in the proposed program have the requisite research and information literacy skills for success in their academic and professional careers, it is recommended that librarians be involved in providing research skills instruction to all students enrolled in the program.

Library Report Appendix 1: Research Databases Supporting the HSM Program

Database	Description
ABI Inform	Provides selective full text coverage of business conditions, trends, corporate strategies and tactics, management techniques, information technology and a wide variety of other topics including accounting, computers, economics, finance, human resources and marketing.
Business and Industry	A broad-based business information database which includes all the primary business information sources from leading trade magazines, newsletters and the general business press to international dailies.
Canadian Business and Current Affairs (CBCA)	The largest and most comprehensive bibliographic full text reference and current events database. CBCA Complete combines full text and indexed content from all four CBCA database subsets (Reference, Current Events, Business and Education).
Canadian Research Index	Focuses on periodicals covering Canada and Canadian issues in general reference arts, business, humanities, health, social sciences, sciences and current affairs.
CanLII (Canadian Legal Information Institute)	Canada's main source of access to primary legal material. It includes searchable access to statutes and regulations from across the country.
CINAHL (Cumulative Index to Nursing and Allied Health Literature)	Provides authoritative coverage of the literature related to nursing and allied health including health care administration and hospital and extended health care facilities management.
EBM Reviews (Evidence-Based Medicine)	Designed to supply high quality evidence to inform people providing and receiving care, and those responsible for research, teaching, funding and administration at all levels.
Emerald	Emerald (Electronic Management Research Library Database) delivers all the resources of a full management library of journal literature including the topics, management human resources, information management, library & information services, marketing, operations, production & economics, property, quality, training & education.
Factiva	Factiva integrates content from top national newspapers, Dow Jones & Reuters newswires, business journals, market research reports, analyst reports and web sites providing Broad based business & financial coverage.
HealthStar	Contains citations to the published literature on health services, technology, administration, and research. Focuses

	on both the clinical and non-clinical aspects of health care delivery. The following topics are included: evaluation of patient outcomes; effectiveness of procedures, programs, products, services and processes; administration and planning of health facilities, services and manpower; health insurance; health policy; health services research; health economics and financial management; laws and regulation.
Health Systems Evidence	Health Systems Evidence is a continuously updated repository of syntheses of research evidence about governance, financial and delivery arrangements within health systems, and about implementation strategies that can support change in health systems. Produced by McMaster University.
Medline	The premiere medical database, covering all areas of medicine and health sciences
Nursing and Allied Health Database	Provides complete information from leading nursing and related publications. Designed to meet the needs of researchers at health-care facilities as well as students enrolled in nursing programs at academic institutions
Social Services Abstracts	Social Services Abstracts provide bibliographic coverage of current research focused on social work, human services, and related areas, including social welfare, social policy, and community development.
Social Work Abstracts	Produced by the National Association of Social Workers (NASW), the database provides citations and abstracts dealing with all aspects of the social work field, including theory and practice, areas of service and social issues and problems. Contains scholarly and professional perspectives on subjects such as therapy, education, human services, addictions, child and family welfare, mental health, civil and legal rights, economics.
Scholarsportal	Provides access to the full text of over 6,500 full text journals published by Academic Press, Elsevier Science, Kluwer Academic Publishers, Kluwer Law and Kluwer/Plenum and others.
Scopus	Provides access to 14,000 peer-reviewed titles including approximately 750 conference proceedings, all journals in Medline, 400 trade publications and 500 Open Access Journals.

Library Report Appendix 2

Library Journal Holdings Supporting the Health Services Management Program (Print and Electronic).

Note that this is a selected list and journal in supporting areas such as social work, nursing, and business and information technology may not be included.

Aboriginal and Islander Health Worker Journal

Abstracts in social gerontology
 Academy of health care management journal
 Academy of health care management journal
 Advances in Long Term Care
 American Journal of Public health : JPH
 American Medical Directors Association Journal
 Annals of Long-term Care: The official journal of the American Medical Directors Association
 Annual review of public health
 Annual review of public health
 Australian health review: a publication of the Australian Hospital Association
 Biomedical digital libraries
 British journal of healthcare computing and information
 Brown University long-term care quality advisor
 Business and health
 Canadian healthcare manager
 Canadian journal of public health
 Care Management Journals
 Case manager
 Clinical data management
 Clinical Governance Bulletin
 Clinician in management
 Communication & medicine
 Community Action
 Computers, informatics, nursing CIN
 Contemporary gerontology
 Contemporary Long Term Care
 Cost effectiveness and resource allocation
 Critical public health
 dMedical marketing & media
 Education for health: change in training & practice
 E-health international
 Electronic healthcare
 Ethics, law and aging review
 European journal of health economics: HEPAC : health economics in prevention and care
 Evidence-based healthcare
 Family and Community Health
 Formulary
 Frontiers of health services management
 H E C Forum: an inter professional journal on healthcare institutions' ethical and legal practices
 H@alth information on the internet
 Health affairs
 Health alliance alert
 Health and Social Care in the Community
 Health care analysis: HCA : journal of health philosophy and policy
 Health care biller
 Health care collector
 Health care financing review
 Health care informatics review online
 Health care informatics: The business magazine for information and communication systems
 Health care management review
 Health care management science
 Health care manager
 Health care strategic management

Health Care Systems in Transition
Health economic policy and law
Health economics
Health expectations: an international journal of public participation in health care and health policy
Health Forum journal
Health informatics journal
Health management forum
Health management technology
Health matrix: the journal of law-medicine
Health policy (Amsterdam)
Health progress
Health research policy and systems
Health research policy and systems
Health services management research (AUPHA)
Health services reports
Health services research: HSR
Health Systems in Transition
Health systems review
Healthcare Executive
Healthcare Finance, Tax and Law Weekly
Healthcare financial management: journal of the Healthcare Financial Management Association
Healthcare Forum journal
Healthcare Leadership Review
Healthcare management forum = Forum gestion des soins de santé
Healthcare Marketing Advisor
Healthcare Mergers, Acquisitions and Ventures Week
Healthcare Policy
Healthcare PR and Marketing News
Healthcare Purchasing News
Healthcare quarterly Healthcare review online
Healthcare Systems Strategy Report
HME Today
Home & Community Health Special Interest Section Quarterly
Home Care Provider
Home Health Business Report
Home Health Care Management and Practice
Home health care nurse
Home Health Care Services Quarterly: the journal of community care
Homecare
Hospital business week
Hospital development
Hospital employee health
Hospital Home Health
Hospital Material Management Quarterly
Hospital Outlook
Hospital Payment and Information management
Hospital practice
Hospital recruiting update
Hospital topics
Hospitalist Management Advisor
Hospitals
Hospitals & health networks
Human resources for health
Independent Living
INQUIRY: Journal of Health Care Organizations, Provision and Financing
Inside Case Management
International journal for quality in health care: Journal of the International Society for Quality in Health Care
International Journal of Clinical Leadership
International Journal of Electronic Healthcare
International journal of health care financing and economics
International journal of health care quality assurance (Incorporating Leadership in health services)
International journal of health geographics

International journal of health planning and management
 International journal of health services
 International Journal of Healthcare Technology and Management
 International journal of medical informatics
 International journal of mental health nursing
 International journal of older people nursing
 International journal of technology assessment in health care
 International journal of telemedicine and applications
 Internet journal of healthcare administration: Topics in health information management
 Journal of aging and health
 Journal of aging and identity
 Journal of aging studies
 Journal of biomedical informatics
 Journal of clinical monitoring and computing
 Journal of community and applied social psychology
 Journal of community health
 Journal of community practice
 Journal of digital information management
 Journal of gerontological social work
 Journal of health & social policy
 Journal of health administration education
 Journal of health and human services administration
 Journal of health care finance
 Journal of health care marketing
 Journal of health economics
 Journal of health organization and management
 Journal of health politics, policy & law
 Journal of healthcare management
 Journal of integrated care
 Journal of law, medicine & ethics: a journal of the American Society of Law, Medicine & Ethics
 Journal of management in medicine
 Journal of medical systems
 Journal of mental health promotion
 Journal of public health policy
 Journal of social distress and the homeless
 Journal of the American Medical Informatics Association
 Journal of the Community Development Society
 Leadership in health services = Leadership dans les services de santé
 Lippincott's case management: Managing the process of patient care
 Managed care
 Managed care outlook's health plan business advisor
 Managed care quarterly
 Managed healthcare executive
 Marketing health services
 Medical care research and review: MCRR
 Medical informatics and the Internet in medicine
 Milbank quarterly
 Modern healthcare
 Modern hospital
 Nursing home and elder business week
 Nursing home and elder business week
 Nursing home legal insider
 Nursing home legal insider
 Nursing home litigation reporter
 Nursing homes
 Nursing homes and senior care
 Nursing homes and senior citizen care
 Nursing homes: long term care management
 Nursing older people
 Patient care management
 Perspectives in health information management
Policy and practice of public human services

Psychology and aging

Public health reports

Research in Healthcare Financial Management

Research on aging

Review (Federation of American Health Systems)

Service social

Telehealth

Telemedicine journal and e-health

Topics in health information management

APPENDIX H. Letters of Support



Office of the Provost and Vice President Academic

December 8, 2016

Dr. James Tiessen
Director of the School of Health Services Management
Ted Rogers School of Management

Sent via email: jhtiessen@ryerson.ca

Re: Proposed Masters program of Health Services Management in Community Care

Dear Dr. Tiessen:

By this letter, you and your colleagues are authorized to proceed towards the development of a full proposal for a graduate program in Health Services Management in Community Care. In developing this proposal, your reference point is Senate Policy #112 *Development of New Graduate and Undergraduate Programs*.

The expansion of our graduate programming is an important step in Ryerson's continuing academic evolution. Further, I think that the Masters in Health Services Management in Community Care will align well with our academic plan. In crafting the Letter of Intent (LOI), the Program Committee has demonstrated commendable creativity, diligence and foresight.

Work remains to be done on the proposal, as is customary in this process. Below I outline a number of issues to be addressed as next steps, before the proposal can be finalized and the program started. Would you please consider each issue carefully, and note that these include comments based on community feedback.

- **Section 6 of the LOI:** "Faculty and other Resource Requirements" does not directly address the requirement to include "a preliminary projection of faculty and other resource requirements."
- **Section 7 of the LOI:** The program development schedule indicates that the LOI would be circulated to the community in September 2016. The schedule should be revised accordingly to demonstrate that a Fall 2018 program launch is achievable.
- **Multidisciplinary coverage:** Consider extending the areas of professionals to include those in the field of addictions (not just primary care and mental health). Addictions services are often community-based and have a range of not-for-profit programs and organizations.

350 Victoria Street
Jorgenson Hall, 13th Floor
Toronto, ON, Canada M5B 2K3

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f: 416.598-5912 <http://www.ryerson.ca/about/provost/>

Dr. James Tiessen
Director of the School of Health Services Management
Ted Rogers School of Management

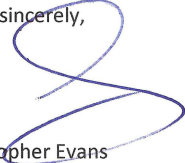
December 7, 2016
Page 2 of 2

- **Courses:** One of the new courses, Performance in Home and Community Care, would benefit from a sharper focus on Evaluation and Performance Measurement. Balanced Scorecards and Collective Impact are evaluation tools that are frequently used in community care settings.
- **Pediatric care:** There LOI does not reflect the differences between managing adult and pediatric care in the community. Given the increased numbers of children in complex care and disabilities being cared for in their home, this is an important consideration. There are also other differences associated with pediatric care and often health care funding does not account for this. Individuals taking such a program would need to be aware of these differences and associated costs with caring for these children in the community.
- **University Degree Level Expectations:** I would remind you of the obligation to ensure that the proposal expresses clearly defined learning objectives as they relate to program goals and the University's graduate degree level expectations. For assistance in developing your own program-specific graduate degree level expectations, please contact Paola Borin, Curriculum Development Consultant, Learning and Teaching Office.

This is an important initiative for Ryerson, and I offer you every encouragement in bringing it to the implementation stage. If you have questions or concerns about developing the proposal, please contact the Interim Vice Provost Academic. I will arrange for periodic updates, as I am most interested in seeing this venture move forward smoothly as rapidly as is reasonably possible.

Please extend my thanks and congratulations to the Program Committee for the excellent work to date.

Yours sincerely,



Christopher Evans
Interim Provost and Vice President Academic

- cc. M. Moshé, Interim Vice Provost Academic
J. Mactavish, Vice Provost and Dean, Yeates School of Graduate Studies
S. Murphy, Dean, Ted Rogers School of Management
P. Stenton, Deputy Provost and Vice Provost University Planning

Approval and Support Letter from Dean Steven Murphy, TRSM



OFFICE OF THE DEAN, TED ROGERS SCHOOL OF MANAGEMENT

MEMORANDUM

TO: Chris Evans, Provost; Jennifer Mactavish, Dean, Yeates School of Graduate Studies

FROM: Steven Murphy, Dean, Ted Rogers School of Management

DATE: September 1, 2016

SUBJECT: Support for the degree program *Master of Health Services Management in Community Care*

I am very pleased to endorse the advancement of this program proposal for a *Master of Health Services Management in Community Care (MHSMCC)* degree in the Ted Rogers School of Management (TRSM).

The expansion of graduate program offerings is a key objective in the 2014-2019 TRSM Academic Plan. Having grown to the largest undergraduate business school and gained AACSB accreditation, the next step in the evolution of our School is to further develop graduate programs and enhance our research culture. The *Master of Health Services Management in Community Care* will further establish a graduate presence and community engagement in an important sector. It will meet a demonstrated need in the health education marketplace, as healthcare professionals from a variety of disciplines continue to require advanced management knowledge and skills.

The additional students in this program will be accommodated from within TRSM's existing allocation of Masters spaces and funding envelope; therefore, no new spaces are required. The *Master of Health Services Management in Community Care* will be a welcome and complementary program to our MBA programs and the Master of Science in Management.

I appreciate your consideration of this program and its contributions to graduate education at Ryerson and TRSM.

Respectfully,

A handwritten signature in black ink, appearing to read "Steven Murphy".

ADDRESS: 55 Dundas St. West ROOM: 3-009 TEL: 416-979-5000 ext 2012
MAILING ADDRESS: 350 Victoria Street, Toronto, Ontario, Canada M5B 2K3
WEB: www.ryerson.ca/tedrogersschool

The Ryerson University logo, consisting of the text "Ryerson University" in white on a blue rectangular background with a yellow vertical bar to the right.

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OCSA

Ontario Community
Support Association

March 21, 2017

Dr. James H. Tiessen
Director & Associate Professor
School of Health Services Management
Ted Rogers School of Management
Ryerson University

Re: Proposed Master Program in Community Care Management at Ryerson

Dear Dr. Tiessen

I am writing to express support for the proposed Master of Health Services Management (Community Care) at the School of Health Services Management. The goals and content of this program clearly align our association's mission, which is to "strengthen and promote home and community support as the foundation of a sustainable health care system."

The Ministry of Health and Long Term Care recognizes that home and community support is critically important to their current policy directions as this is reflected in both recent legislation and commitments to increase spending in the sector. As the sector expands there is an increasing need for strong leadership and managerial skills that ensure the efficient and effective delivery and coordination of high quality services to clients in their homes and communities. Given the current demographics, we can already envision the pending shortage of such talent.

The program's focus on this sector is vital, as it will attract students from the many stakeholders, private, public and/or not-for-profit that coordinate and deliver care. The program will enable them to learn different perspectives and how the organization's that they lead, must be integrated in the broader healthcare system. It is important as well to reach out to those working in other parts of the health care sector such as hospitals and long term care, as they too, play important roles facilitating transitions in the health system. I am sure that organizations in the home and community sector will be glad to contribute to the program, especially by engaging students to study issues or problems in the capstone course.

.../2

104 - 970 Lawrence Ave. W., Toronto ON M6A 3B6
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www.ocsa.on.ca



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In short, the proposed program promises to serve those in the home and community care sector by developing current and future leaders equipped with solid business skills. This sector is unique, growing and offers dynamic careers that matter. We in the sector are looking forward to the implementation of this idea.

Sincerely,



Deborah J.K. Simon
Chief Executive Officer



Head Office
 920 Champlain Court
 Whitby ON L1N 6K9

Tel: 905 430 3308
 800 263 3877
 Fax: 905 430 8682
 TTY: 877 743 7939

www.ce.ccac-ont.ca
www.310ccac.ca / 310-CCAC

March 17, 2017

James H. Tiessen
 Director
 School of Health Services Management
 Ted Rogers School of Management
 Ryerson University
 350 Victoria Street,
 Toronto, ON M5B 2K3

Re: Proposed Master of Health Services Management (Community Care)

Dear Dr. Tiessen,

It is my pleasure to provide you with this letter of recommendation to endorse the Master of Health Services Management - Community Care program that your School is proposing. I believe that there is a real need in the home and community care sector for the skills that the program, summarized in the brief you sent, will develop in its students. I am confident that organizations that coordinate and/or deliver care to patients in their homes and in the community will be pleased to offer and support student project opportunities, particularly in the capstone course.

As we discussed, the home and community care sector is both growing and evolving. As the population ages and the incidence of chronic disease grows, the demand for home and community care increases. The government has worked to strengthen home care and enable more people to stay at home as long as possible and home and community care services have had to evolve to meet the increasingly complex patient care requirements. In addition to ongoing personal support services, home care services now include a range of more complicated medical services such as in-home chemotherapy, peritoneal dialysis, care for ventilated patients, and gastrointestinal-tube feeding.

In addition the Ministry of Health and Long-Term Care's new *Patients First Act* and related work is focused on creating a more integrated health care system, and has as its foundation a goal to better integrate home and community care and primary care providers. As well, with the continual fiscal pressures on the health care system and increasing patient and caregivers' expectations, providers and planners are being asked to be more accountable and to look for new and innovative ways to meet these demands. Taken together, this means that home and community care leaders are managing increasingly complex organizations and

Central East Community Care Access Centre
Centre d'accès aux soins communautaires du Centre-Est
 Campbellford Haliburton Lindsay Peterborough Port Hope Scarborough Whitby



require more advanced skills and knowledge than they did in the past. Unfortunately, compared with hospitals, the home and community care sector has not attracted and developed as many people with the skills that are now needed.

From my perspective, the curriculum as outlined in the brief appears to address the management and leadership development needs of this evolving sector. I was particularly pleased to see the inclusion of the course on technology as I believe the home and community care sector plays a unique integrating role across many organizations and parts of the health care system. Its inclusion also recognizes the vital role technology increasingly plays as an enabler in creating an integrated system. Given the increasing expectations that the home and community care sector is expected to play in the government's strategy to create a more integrated health care system, it is important that the program supports the development of courageous leaders that are able to facilitate innovation and support patient transitions across and integration of disparate parts of the system.

In summary, the home and community care sector needs to develop its management and leadership capabilities if it is going to grow it to its full potential and fully realize the government's vision for home and community care. The proposed Master of Health Services Management - Community Care) would be invaluable in making this happen. Thank you for giving it your attention.

Yours Sincerely,



Kathryn Ramsay
CEO
Central East CCAC



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March 30, 2017

James H. Tiessen
Associate Professor & Director
School of Health Services Management
Ted Rogers School of Management
Ryerson University

Dear Dr. Tiessen;

I am writing in support of the Master of Health Services Management in Community Care that Ryerson University is proposing. The community care sector is continuing to grow in importance and at an exponential rate and needs the knowledge and skills your Program will foster for future leaders.

The curriculum you shared with me is very appropriate and addresses the key aspects of what should be introduced and explored by students. In addition, the capstone group project as described, would also be an extremely useful learning experience. You should not have difficulty finding organizations in the sector willing to offer projects and work with students to address important issues in this type of course.

Though the sector is a relatively small part of the healthcare field, you should be able to reach your targeted student enrolments (20-25/year). The modular format will be attractive for students who want to keep working while they study. It will be important to recruit students from all sectors of the healthcare system, including government and hospitals so that they can explore how the various health system elements work together. Both the roles of publicly owned and managed, and private organizations need to be understood and this will help reduce the silos that occur in the health care system.

My extensive experience as a senior leader in the community sector has shown me there is great demand and need for managers to develop the ability to think strategically, beyond one year plans. Many are pre-occupied with busy, day-to-day tasks and therefore are unable to take the time to see beyond the horizon



and position their organizations for what is coming. This should be an essential element of the Program.

In conclusion, I am looking forward to the establishment of the Master of Health Services Management in Community Care at Ryerson. I would be most pleased to contribute to the Program as it develops and is ultimately introduced.

Sincerely,



Cathy Hecimovich
Chief Executive Officer



Peer Review Team Report

Proposed Master of Health Services Management (Community Care)

School of Health Services Management (SHSM)

Ted Rogers School of Management (TRSM)

Ryerson University

Prepared by:

Dr. Greg Zaric, Ph.D.

Professor, Management Science
Ivey Business School
Western University

Dr. Glen Randall, Ph.D.

Associate Professor, Health Policy and Management
DeGroote School of Business
McMaster University

June 22, 2017

1. Overview

The School of Health Services Management (SHSM) Program at Ryerson University is proposing to offer a unique full-time Masters program (Master of Health Services Management in Community Care) beginning the Fall of 2018. The program is targeted to meet the needs of individuals with health care experience who may benefit from enhanced management skills and an in-depth understanding of the special challenges that face service delivery within the community sector. The community care sector has been targeted due to the ongoing shift of services into the community setting and in recognition of the need for managers who understand the complexities of this growing sector. While the proposed program is to be offered on a full-time basis it will be delivered in a modular format that will allow students to maintain full-time employment while completing the 16-month program. The proposed program is a natural extension of the SHSM's successful Bachelor of Health Administration degree completion program which will also serve as a pool of potential students for the program.

- a. In accordance with Ryerson University Senate Policy 112, *Development of New Graduate and Undergraduate Programs*, the following report outlines the Peer Review Team's (PRT) assessment of the proposed Master of Health Services Management (Community Care) program which is to be delivered through the School of Health Services Management, Ted Rogers School of Management, Ryerson University.
- b. This report presents the results of the PRT evaluation following a review of relevant documentation, an on-site visit to the School of Health Services Management, and meetings with various program stakeholders.
- c. Key items reviewed for this report include:
 - Ryerson University Senate Policy 112;
 - the MHSM (CC) proposal (May 4, 2017 version);
 - Ryerson University's Library response to the proposed program (March, 2017); and
 - letters of support from:
 - Christopher Evans, Interim provost and Vice President Academic, Ryerson University;
 - Kathryn Ramsay, CEO, Central East CCAC;
 - Cathy Hecimovich, CEO Central West CCAC; and
 - Deborah J.K. Simon, CEO Ontario Community Support Association.

2. On-site Visit

- a. The PRT conducted an on-site visit at the School of Health Services Management on June 1, 2017.
- b. During the visit the PRT met with the following Ryerson University representatives:
 - Dr. Christopher Evans, Provost and Vice President Academic;
 - Dr. Marcia Moshe, Vice Provost Academic;
 - Dr. Steven Murphy, TRSM Dean;
 - Dr. Anthony Bonato, YSGS Associate Dean;
 - Dr. James Tiessen, SHSM Director;
 - Dr. Karen Spalding, SHSM Associate Professor;
 - Dr. Pria Nippak, SHSM Associate Professor;
 - Ms. Madeleine Lefebvre, Chief Librarian; and
 - Mr. Don Kinder, Librarian HSM.
- c. The PRT had an opportunity to tour the facilities (including classrooms and library).
- d. The PRT also met with the following potential employers and alumni:
 - Kim Baker, CEO Central LHIN (by phone);
 - Don Ford, Former CEO, Central East CCAC;
 - Krisha Arbour, HSM class of 2017;
 - Christine Bruce, HSM class of 2017;
 - Corey Clarke, HIM class of 2014; and
 - Sean Doomernik, HSM class of 2017.

3. General Assessment of the Proposed Program

Following our site visit and review of materials, the PRT has concluded that of the proposed Master of Health Services Management (Community Care) program will be an appropriate and valuable addition to the graduate education offerings at Ryerson University. The proposed program builds on the undergraduate programs at the School of Health Services Management and aligns with the mandate of Ryerson University.

The proposed program is unique in that it focuses on a niche area of health care delivery that is anticipated to expand rapidly in the coming years. While other graduate programs provide management skills for individuals in the health care sector, none is primarily focused on community care services and understanding how those services are becoming increasingly integrated into all aspects of health care

delivery. The proposed design and curriculum are appropriate and the resources available are adequate to support the delivery of a high quality academic program.

In the following assessment of the specific elements of the program we comment on its strengths and, where appropriate, make recommendations to enhance the proposal.

a. The consistency and alignment of the program’s learning outcomes with the institution’s mission, academic plans degree level expectations, and appropriateness of the degree nomenclature.

The program’s purpose and learning outcomes are particularly well aligned to the mission of Ryerson University. It blends theory and application and highlights “*its commitment to accessibility, lifelong learning, and involvement of the broader community*”. The proposed courses and learning outcomes map onto the full range of degree level expectations. The proposed degree nomenclature MHSM(CC) is appropriate and would accommodate additional graduate-level specializations. On the other hand, the proposed nomenclature appears to be unique, and it is much less common than other competing program types, including MBA, MPH, MHA and MSc (with appropriate specializations). This may have implications for potential employers who are not familiar with the degree.

b. The alignment of the program’s learning outcomes with admission requirements and sufficient explanation of any alternative admission requirements.

The course admission requirements are an undergraduate degree with a minimum of a “B” average and one year of relevant experience. One year of experience may not be adequate if the goal is to train individuals who are at a point in their careers to move into management positions. The proposal does note that some assessment will be on a case-by-case basis. While we appreciate that this is necessary, we would recommend that some additional clarity be provided if only to provide potential applicants with a greater understanding of what a successful applicant may look like. The proposal would also benefit from additional clarity on admissions procedures for foreign-trained health professionals who are not currently working full-time in a health-care field, but who would benefit from a program like this to gain Canadian credentials.

- c. **The appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations, and for graduate programs a rationale for the program length.**

It is proposed that the program be delivered in a modular format to allow students to complete the full-time program while maintaining their full-time employment. Maintaining full-time status will require students to complete the equivalent of two courses per term over a 16-month period. While this may be a heavy academic load it is consistent with other programs that are designed to accommodate students with full-time employment. However, the design leaves gaps of around three weeks in between formal classes. We recommend that some additional mechanism(s) be used to ensure the students maintain engagement during these periods. This could include webinars or work to be done by student teams between sessions.

During our meeting with undergraduate alumni, they all indicated that a part-time program would be preferable (but none were opposed to undertaking the full-time option). When students do meet for classes, there will be a great deal of course material covered over an intensive weekend period. Should students miss any weekend session (due to work, illness etc.) they run the risk of falling behind. Some institutions (e.g., Western University) have formal rules that students may be prevented from taking part in the final exam or final project if they have missed an excessive number of classes. If Ryerson has similar rules then missing an entire weekend could have severe consequences.

During our meeting with potential students some indicated that their work scheduled might prevent them from attending all classes, particularly if there was an unusual event taking place, such as bringing a new system online or if they were required to cover for a colleague's absence. We recommend incorporating any mechanisms that may add greater flexibility within the program. For instance, recording in-class sessions or allowing students to participate remotely if necessary.

The program design has cohorts of students moving through the courses in a structured manner. Problems may arise if a student must miss a term for any reason. It appears that such a student would have to wait an entire year to get back on-track with the structured program. Pre-planning for such an event would be helpful. At a minimum making this planning issue clear to students is essential. If there are plans to expand the program in the future, there may be benefits to having multiple intake points for different cohorts (e.g., September, January and May). This would give students greater flexibility on

when to enter the program and allow them to complete the program more quickly if they missed a term.

The length of the program is a natural reflection of the desire to offer a full-time program while keeping the course content to a minimum (i.e. the equivalent of two courses per term).

- d. The effectiveness of the curriculum in reflecting the current state of the discipline, and in innovative or creative components. For graduate programs an indication of the nature and suitability of the major research requirements and evidence of the requirement to take a minimum of two-thirds of the course requirements from among graduate level courses.**

It is not completely clear whether the proposal views the “discipline” as “management” or “community care” (or some combination). Some additional clarity here may help ensure a consistent vision for the program and all courses. In the same vein, we recommend that a clear definition of “community care” as it pertains to the program be provided. It may also help to provide some graphic that shows the extent to which community care overlaps with other health care services and clearly indicates the ways in which community care differs from other services. This additional detail would allow the course proposals to be compared vs. the discipline definition. If there are specialty journals dealing with community care, they might be useful in defining the discipline and the state of the discipline. Nonetheless, the curriculum appears to cover the most critical management elements blended with current issues in community care.

One additional caution is that the courses appear to be attempting to cover a great deal of material. For instance, the “Management in Home and Community Care” attempts to cover material from at least five separate disciplines. This material would be covered in several separate courses in an MBA program.

As proposed, the entire program consists of graduate-level courses. The research component is fulfilled through either the practicum, or the research methods course and major research paper. Both options are appropriate to fulfill the research component.

- e. The appropriateness of the mode(s) of delivery to meet the program's learning outcomes and Degree Level Expectations.**

The modes of delivery for the program are wide-ranging and consistent with other graduate programs. These delivery mechanisms are appropriate for achieving the program's learning outcomes and the Degree Level Expectations. We note that, subject to demand, there may be consideration of a distance/on-line version of the program. This option seems reasonable and may contribute to greater flexibility within the modular delivery option.

- f. The appropriateness of methods used to assess, document and demonstrate student achievement of the program's defined learning outcomes and Degree Level Expectations.**

The descriptions of the proposed courses include several different methods of student assessment including exams, briefing notes, research papers, case study analysis, business plan preparation, needs assessment project, and presentations. These assessments will include both individual and group work. Collectively, this represents an appropriate set of tools to assess student achievement.

- g. The appropriateness and effectiveness of the use of human, physical and financial resources to sustain quality scholarship and research activities.**

During our site visit we had the opportunity to tour the library and meet with SHSM faculty and Ryerson University administrators. We were impressed by the strong support for the program. We were reassured that adequate resources were available for the delivery of the program. It was also noted that the proposed program would have access to some resources from other programs. For instance, students will have access to electives outside of the SHSM and may also utilize faculty advisors for other programs and faculties. It was noted that there is one classroom in the Ted Rogers building that will be reserved for this program.

- h. The qualifications, appointment status and recent research or professional/clinical expertise of faculty, and evidence of sufficient student financial assistance to ensure quality and numbers of students.**

The qualifications and appointment status of the core SHSM faculty are appropriate and highly complementary. The SHMS Director, James Tiessen, has held significant administrative roles over the past several years, including Director of MBA programs at both McMaster and Ryerson, which may have had a negative impact on his research output during that period. Dr. Tiessen's broad background in management and health care will support the core elements of the program.

The recent research activities of Karen Spalding and Pria Nippak are complementary and Dr. Spalding's background in community based nursing will be of particular value to the program's success. Julien Meyer is a recent graduate but his background in the area of information technology will round out the skill mix of the SHSM team. The adjunct faculty members, Zahava Rosenberg-Yunger and James Pringle add practical real-world experience to the classroom.

Student financial assistance may be a bit limited. Students will have access to several possible scholarships. However, the design of the program is such that it is anticipated that most students will have full-time employment. In addition, the cost of the program is relatively low in comparison to other similar programs.

- i. The evidence of adequate numbers and quality of faculty and staff to achieve the learning outcomes of the program, of planned/anticipated class sizes, of supervision for experiential learning opportunities (if required) and of adjunct and part-time faculty.**

One area of possible concern is the number of SHSM faculty and the degree to which they have responsibilities for the delivery of undergraduate programs. In particular, the addition of the capstone independent projects for the proposed program will be time intensive. We were reassured that the projects for the undergraduate programs would be re-designed to free up faculty time to devote to the projects for the proposed graduate program. It was also noted that there is the possibility of recruiting an additional faculty member in the future.

- j. Indicators of quality including faculty, program structure and faculty research that will ensure the intellectual quality of the student experience.**

The faculty members who will be responsible for the delivery of the program have demonstrated a high level of commitment and quality in their teaching and administration of the undergraduate Health Services Management program which can be expected to carry over into the teaching and delivery of the proposed program. The four core faculty members are engaged in research related to the courses that they will likely teach. It is likely that this expertise will be reflected in both course design and delivery decisions. The program structure allows for substantial flexibility in teaching approaches and accommodates the needs of the likely student audience (i.e. individuals employed full-time in the health care sector) to complete the program in a short period while not having to give up their employment. The school should consider using other indicators of quality of the program. This could include:

- i. Strength of applicant pool;
- ii. Ability to attract students from outside of the Ryerson BHA alumni network;
- iii. Job placement and demand for graduates;
- iv. Starting salaries of graduates;
- v. Changes in career trajectory of graduates following completion of the program;
- vi. External donations and fundraising success; and
- vii. Benchmarking of the program vs similar programs.

4. Additional Comments on Program

a. The program's strengths, weaknesses and opportunities for program enhancement.

Among the main strengths of the program is its design that accommodates adult learners by allowing courses to be compressed into weekend sessions. In addition, the proposed program builds on the expertise of the undergraduate Health Services Management program which provides a natural target population of students for the program. Through the capstone courses the program has a very practical element which may appeal to students and potential employers. Finally, the program fills a highly specialized area where there is likely to be demand in the future.

While the program's focus is a strength, it may also be a weakness if it is perceived as being too narrow. While interviews with potential employers suggest there is a substantial need for master's level training

for individuals working in the community care sector, and that the sector is expected to grow, a program that is too narrow may limit career growth opportunities for individuals who decide to move to other areas of health care management.

There are several opportunities for program enhancement once the program becomes well established. First, there is the possibility that an online version of the program might attract students from a wider geographic area (the program may also be of interest to an international audience). Second, both the name of the degree and the flexibility of the program design would make it amenable to minor alterations to address the needs of other niche areas within health care (e.g. long term care, palliative care etc.). It may be possible in the future to have a set of targeted graduate offerings that follow a similar structure to this program.

b. The program's developmental plan.

The proposed timelines seem reasonable. Two areas of concern were noted:

- i. The load for developing new courses should be shared among the four core faculty members; and
- ii. If this program will justify hiring a new faculty member it may be desirable to hire quickly enough for the new person to contribute to curriculum development.

c. Recommendations for action to improve the quality of the program.

In addition to the comments above, it is recommended that a separate Program Advisory Committee be formed rather than using the existing PAC that advises the undergraduate Health Services management program due to the specialized focus of the proposed program. It was noted that an extremely important portion of this program is finding partner organizations for the two capstone courses, and this is an area where the advisory board can be helpful.

5. Summary

Based on our review of materials and interviews with faculty and key stakeholders we are pleased to support the proposed Master of Health Services Management (Community Care). The program is a good fit with the goals of both Ryerson University and the School of Health Services Management. It has been designed to meet the needs of the healthcare sector by providing management knowledge and skills which emphasis the need of managers within community care.

James H. Tiessen

July 20, 2017 [\(Revised September 28, 2017\)](#)

School of Health Services Management (SHSM) response to Peer Review Team Report on Proposed Master of Health Services Management in Community Care (MHSM CC)

The SHSM has considered the Peer Review Team Report submitted by Dr. Greg Zaric (Western University) and Dr. Glen Randall (McMaster University), who have done thoughtful and useful work. We are pleased that they endorse our proposed program. Particularly they see it as “unique”, fully aligned with Ryerson’s mission, designed appropriately in terms of content and format, and a “valuable addition to the graduate education offerings at Ryerson University.” They also concluded that current faculty resources can capably deliver the program; however they note that the School will require an additional faculty member in order for the School to implement this program, while continuing to deliver the School’s current undergraduate programs (2) and Continuing Education Certificates.

Given their overall endorsement of the program, the PRT report did not provide a separate section entitled ‘recommendations’. In the report however, after careful review, we have distilled several recommendations or issues raised by the reviewers. These are categorized as being primarily (1) administrative or (2) academic in nature. Our responses to the comments and recommendations presented by the Team are presented below.

Administrative issues

1. Proposed nomenclature (MHSM CC) may be unfamiliar to employers

We agree with the comment. The proposed name is also somewhat long and clumsy. This point was made by a few respondents to our online survey about the proposed program. We had considered the MHSM name in light of the School’s current undergraduate programming offerings which are in Health Services Management and Health Information Management. That said, both programs lead to a Bachelor of Health Administration.

Therefore we propose that the degree be named the Master of Health Administration in Community Care, or MHA (CC). The MHA is a familiar degree name, and notably there is not a degree offered in the GTA with the same name. This aligns with our undergraduate degree, a BHA, as noted.

This change has been made throughout the proposal document. Note that letters of support collected prior to the Peer Review refer to the degree as the Master of Health Services Management (Community Care), or MHSM (CC).

A related reviewer comment was that the focus of the program may be too limited to attract a substantial applicant pool. Changing the name to MHA may help address this concern.

2a. Admission policy - One year of work experience may not be sufficient

We have changed the minimum work experience in healthcare required to two years.

2b. Admission policy - Clarify what a successful applicant would be. Clarify how foreign trained health professionals, not working in the field, would be admitted to the program.

We revised the proposal to provide clarity around entrance criteria for internationally trained applicants beyond just stating that they require two years of experience in the healthcare sector. We have added the following: (i.) Must meet English proficiency requirements that are the same as other TRSM graduate programs (MBA, MScM) and (ii) Demonstrate familiarity with the healthcare system in Canada. The latter can be evidenced by a successful completion of at least one course on Canadian healthcare policy and a minimum of six months working or volunteering in the healthcare sector in Canada.

2c. Admission policy - Statement of interest

This was not a suggestion from reviewers.

However we have decided it is important that all potential students be able to communicate their interest and suitability in this new program. Internationally educated applicants could provide details about their experience/understanding of the Canadian healthcare system in such a letter.

It should be clear what student expectations are and how the program can work for them. A statement of interest also allows applicants to explain links and experiences to the community care sector that may not be apparent from a resume.

3. Addressing individual course failures in a strict cohort structure.

The reviewers expressed concern that students unable for various reasons to complete required courses, or failing a course would have to delay their program completion for at least a year since courses are only offered once per academic year.

This is a good point, but one we cannot avoid given the need to conserve resources for a relatively small cohort. We will not endeavour to offer required courses more than once a year. If the program enrolment warrants it, we may offer courses more than once a year and have program entry points twice or more times a year.

For now however we will follow Ryerson Graduate Admissions and Studies Policy (Senate Policy 142) with respect to student program standing.¹

4. Resources as soon as possible for program development

The SHSM, though relatively small, has a significant administrative load because it delivers a BHA with two programs, as well as coordinating, through Continuing Education, three Certificate programs.

The Undergraduate BHA programs are due to be recertified in 2019 by the Association of University Programs in Health Administration, so a self-report study is required by fall 2018. (This is not mentioned in the proposal as it is not directly relevant).

The School recognizes the need for skilled support for program development, yet recognizes the University would be reluctant to commit to hiring faculty to support a program that is not yet formally approved.

We are therefore making a request to the Dean, TRSM, to hire an individual for a one-year contract from fall 2017 to contribute to program development and separately contribute to the AUPHA recertification tasks.

5. Program quality assessment

The peer reviewers suggest using several quality indicators (graduate salaries, strength of applicant pool etc.) to assess the program.

¹ Ryerson University, Senate Policy 142. <http://www.ryerson.ca/content/dam/senate/policies/pol142.pdf>.

Ryerson generally, and the YSGS specifically, collects data on applicant pools, salaries and so on. Further regular mandated program reviews require evaluations, including surveys of alumni and employers. The School intends to use data collected as part of normal administrative processes to assess School performance.

6. Create a separate Program Advisory Committee (PAC) for the new Program

The School does not plan to introduce a second PAC. Simply, to keep things simple, we prefer to sustain only one PAC that can appropriately support both the undergraduate and graduate programs.

The School constituted a School PAC in Summer 2016 anticipating plans to propose and introduce a Master program focusing on care in the community. Two of the members have specific expertise: the CEO of a Local Health Integration Network (LHIN) and a recently retired University of Toronto Professor who conducts research on home and community care. Two members work in the private sector in health information technology, which is used in hospitals and the community. One member, formally a hospital executive and now a senior Ministry of Health and Long Term Care official, is familiar with links between hospitals and the community.

Academic Issues

1. Clearer definition of “Community Care”.

In Section 1.b.i. (Program Rationale) we added a definition of community care provided by the Canadian Institute for Health Information (CIHI):

“Community care is delivered in private homes, retirement communities, residential or long-term care homes and community clinics.

Community care programs are designed to:

- Help people maintain optimal health and function
- Prevent or delay admissions to hospitals
- Support hospital discharge and follow-up”²

² Canadian Institute for Health Information. <https://www.cihi.ca/en/community-care>.

2. Gaps between courses to keep students engaged between terms.

It was suggested that we design activities/processes to keep students engaged in the three to four week gaps between program semesters. We are not planning extra activities of this sort, recognizing that completing a four semester program, in modules, while working is sufficiently demanding. We will leave this time free of formal requirements to enable them to manage work, personal and program responsibilities and demands.

3. Distributing management concepts/skills beyond one course.

This is a good suggestion as the initial proposal showed many management concepts/skills/functions combined in a single course. We have modified the course names and descriptions for two courses to properly introduce and subsequently reinforce management concepts.

The course formerly named “The Home and Community Care Sector in Canada” is now named “Strategy in the Home and Community Care Sector”. The course will use a strategic management approach to frame the course in a more structured fashion. Key strategy concepts such as environmental and internal analyses (e.g. SWOT), structure, core competencies and alliances will be introduced and applied in the home and community care sector.

The second course that will be modified is “Management in Home and Community care”. This course will focus more on leadership, human resources, marketing and entrepreneurship. It will reinforce the strategy concepts introduced in the “Strategy in the Home and Community Care Sector” course.

4. Offering courses in distance format

The reviewers correctly agree with our proposal to consider offering courses in distance format. As they note, this would be desirable to improve accessibility for students, who are expected to be working, and to expand the market reach for a niche program.

Summary of Peer Review Team Recommendations and School of Health Services Management SHSM responses

Recommendation/Issue	SHSM response	Implementation plan (Place in proposal)
<i>Administration</i>		
1. Proposed degree name may be unfamiliar	Change degree to Master of Health Administration (Community Care)	Change made in the revised proposal (throughout proposal)
2a. Admission policy - One year of work experience may be insufficient	Changed minimum work experience to 2 years	Change made in proposal (Section 2.b.)
2b. Admission policy - Clarify how foreign trained health professionals not working in field would be admitted	Added English language proficiency requirements Added requirement that applicants should have evidence of familiarity with the Canadian health care system. Evidence includes completion of Canadian healthcare policy course and minimum six months working or volunteering in the healthcare sector in Canada. Applicants can demonstrate this in their Statement of Interest (see 2c.)	Added to the admission requirements described in the proposed calendar copy (Section 2.b.)
2c. Admission policy - Statement of Interest	SHSM will require applicants to submit a statement of interest.	Added to the admission requirements described in the proposed calendar copy (Section 2.b.)
3. Addressing individual course failures in strict cohort structure	SHSM will follow normal Graduate Admissions and Studies Policy	No change in proposal
4. Resources for development	SHSM will request from Dean, TRSM	Request submitted July 2017
5. Program quality assessment	SHSM will, with support of YSGS, collect normal quality and outcome data.	No change in proposal

6. Create separate Program Advisory Council for new program	SHSM will not create a new PAC	No change in proposal
<i>Academic issues</i>		
1. Clearer definition of "Community Care"	Adopted CIHI definition	Added CIHI description in proposal (Section 1.b.i.)
2. Gaps between courses	Will not introduce more activities between session.	No change in proposal
3. Distributing management concepts/skills beyond one course	Introduce strategic management concepts in renamed course "Strategy in the Home and Community Care Sector". Leaves room for more HR/Leadership content in "Management in Home and Community Care"	Changed course name and descriptions in proposal. Will appropriately develop course content (Sections 1.c; 1.d; Appendix A, Appendix C)
4. Courses in distant format	Will aim to create distance offerings after developing courses in-class.	No change in proposal

**Yeates School of
Graduate Studies**

Response from YSGS on the PRT Reports for the Proposed Graduate Program: Master of Health Services Management in Community Care (MHSM CC)

**Dr. Jennifer Mactavish, Dean, YSGS
Dr. Cory Searcy, Associate Dean, Programs, YSGS
October 2, 2017**

The Peer Review Team (PRT) for the proposed Master of Health Services Management in Community Care program consisted of Dr. Greg Zaric (Western University) and Dr. Glen Randall (McMaster University). The PRT site visit was conducted on June 1, 2017. The PRT report was communicated to the Associate Dean, YSGS on June 22, 2017, and the response to the report from the School of Health Services Management (SHSM) was communicated on July 20, 2017.

The PRT noted their support for the proposed program in their report. The PRT report explained that the proposed program would be “an appropriate and valuable addition to the graduate education offerings at Ryerson University.” The PRT report includes several recommendations, which are discussed below.

As mandated by Ryerson Senate Policy 126, what follows is the YSGS-level response to both the PRT report, and the response to the report from SHSM. We summarize below the recommendations and responses. We divide recommendations into two broad categories: academic and administrative/financial. The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative or financial matters. For simplicity, we supply our responses (as well as a recap of the PRT recommendations and SHSM responses) in the form of tables.

ACADEMIC RECOMMENDATIONS

Recommendation	SHSM Response	SHSM Implementation Plan	YSGS Response
1. Provide a clearer definition of “Community Care”.	The program has adopted the Canadian Institute for Health Information (CIHI) definition.	The CIHI description has been added in the proposal (Section 1.b.i.)	YSGS supports the program-level response.
2. Address the gaps in time between courses (i.e., the three- or four-week gap between the semesters).	The program will not introduce more activities between sessions. We believe the program is sufficiently demanding	No change has been made in the proposal.	YSGS supports the program-level response.

Recommendation	SHSM Response	SHSM Implementation Plan	YSGS Response
	as it is.		
3. Distribute management concepts/skills beyond one course.	The program will introduce strategic management concepts in the renamed course "Strategy in the Home and Community Care Sector". This leaves room for more HR/Leadership content in "Management in Home and Community Care".	We have changed the course name and descriptions in the proposal. We will appropriately develop course content (Sections 1.c; 1.d; Appendix A, Appendix C).	YSGS supports the program-level response.
4. The program should consider offering courses in a distance / on-line format.	The program will aim to create offerings in distance format after developing courses in-class.	No change has been made in the proposal.	YSGS supports the program-level response. YSGS will support and facilitate connections with on-campus resources for e-learning if the program chooses to develop distance offerings.

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

Recommendation	SHSM Response	SHSM Implementation Plan	YSGS Response
1. The proposed degree name may be unfamiliar.	We have changed the name of the degree to the Master of Health Administration (Community Care).	We have made the change in the revised proposal (throughout proposal).	YSGS supports the program-level response. The new program name is more familiar to employers.
2a. Re-consider the program's admission policy - One year of work experience may be insufficient.	We have changed the minimum work experience to 2 years.	The change has been made in the proposal (Section 2.b.).	YSGS supports the program-level response.
2b. Re-consider the program's admission policy - Clarify how foreign trained health professionals not working in the field would be admitted.	We have added English language proficiency requirements. We have also added the requirement that applicants should have evidence of familiarity with the Canadian health care system. Evidence includes completion of a Canadian healthcare policy course and a minimum six months working or volunteering in the healthcare sector in Canada. Applicants can demonstrate this in their	We have added to the admission requirements described in the proposed calendar copy (Section 2.b.).	YSGS supports the program-level response.

Recommendation	SHSM Response	SHSM Implementation Plan	YSGS Response
	Statement of Interest (see 2c.).		
2c. Re-consider the program's admission policy - Statement of Interest.	SHSM will require applicants to submit a statement of interest.	This has been added to the admission requirements described in the proposed calendar copy (Section 2.b.).	YSGS supports the program-level response.
3. Consider how to address individual course failures in a strict cohort structure.	SHSM will follow normal Graduate Admissions and Studies Policy.	There has been no change in the proposal.	YSGS supports the program-level response.
4. Provide increased resources for program development (i.e., administrative support).	SHSM will request additional resources from the Dean of TRSM. This is needed to help contribute to program development and to ensure administrative support is available for the graduate program while the needs of the undergraduate program are also met.	The request was submitted in July, 2017.	YSGS supports the program-level response, however, it notes that any decisions on hiring additional administrative support is at the discretion of the Dean of TRSM.
5. Consider establishing and using quality indicators to assess program quality.	SHSM will utilize data collected by YSGS, the University Planning Office, and the Registrar to support the assessment of program performance.	No change has been made in the proposal.	YSGS supports the program-level response.
6. Create a separate Program Advisory Council (PAC) for new program.	SHSM will not create a new PAC. The program already has a PAC for its undergraduate program and believes one PAC can sustain the needs of both the undergraduate and graduate programs.	No change in has been made in the proposal.	YSGS supports the program-level response. We note that the existing PAC for the undergraduate program was recently revised and updated. The existing PAC for the undergraduate program can also be used for the proposed graduate program.

In conclusion, we thank the external reviewers and colleagues in SHSM for a very thorough assessment of the strengths and challenges of the proposed Master of Health Services Management and Community Care program. The PRT recommendations and SHSM's responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.

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