

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2015–2; March 2015

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

- Minor in Social Innovation (Faculty of Community Services)
- Certificate in Family Supports: Discontinuation (The Chang School of Continuing Education)
- Certificate in Residential Care for Children and Youth: Discontinuation (The Chang School of Continuing Education)
- Image Arts Certificate: Discontinuation of New Media Specialization (The Chang School of Continuing Education)
- Certificate in Advanced Neuroscience-Stroke Care: Discontinuation (The Chang School of Continuing Education)
- Certificate in Advancing the AODA: Principles and Practices Of Accessibility: Changes to Certificate Title and Deletion of Selected Electives (The Chang School of Continuing Education)
- FOR INFORMATION – Certificate in Canadian Social Work Practice: Academic Home Designation (The Chang School of Continuing Education)

A. MINOR IN SOCIAL INNOVATION

1. INTRODUCTION

This proposal for a Minor in Social Innovation, based in the Faculty of Community Services, takes as its starting point Our Time To Lead, Ryerson's Academic Plan 2014-19, which profiles 'fostering innovation' amongst Ryerson's top distinguishing characteristics and priorities. It is based on extensive discussions with academic leaders in the Faculty of Arts, TRSM and the Faculty of Community Services, as well as multiple meetings and discussions with Academic Standards.

Around the world people are bringing new thinking and processes to bear on broad system change to address the root causes of complex social and ecological problems. Here in Canada, social innovation strategies and initiatives abound and are viewed as critical to boosting the country's growth and prosperity as well as solutions to intractable social problems. On our Campus social innovation activity is evident on many fronts, contributing to Ryerson's growing reputation as a leader in this emerging social field.

Looking ahead to the next five years the University has set its sights on fostering an innovation ecosystem where organizations in Toronto and around the world come to solve complex problems, find innovative solutions and create new possibilities. In this, Ryerson is positioning itself as a destination where students are attracted by learning opportunities beyond the classroom, prepared with the necessary skills to thrive in today's knowledge economy (Academic Plan, p. 9), and provided with opportunities to explore creative cultural and social innovations that can enrich the fabric of Canadian society (p.11).

The proposed Minor in Social Innovation is consistent with Ryerson University's vision "to be recognized as Canada's leading comprehensive innovation university." It is designed to advance Ryerson's vision in three priority areas identified in the current Academic Plan: (1) fostering an innovation ecosystem; (2) creating student engagement and success through exceptional experiences; and (3) expanding community engagement and City Building. The academic goals of the proposed Minor are also consistent with Ryerson's mission, which emphasizes the responsibility "to serve as well as

anticipate and respond to societal need by seeking and defining new opportunities to make the world better.” In this, students are not only “prepared for future careers” but encouraged to “drive change” (p.5).

2. RATIONALE

Traditional academic training equips students to enter the world as it is; engagement in the emergent field of social innovation prepares students to see themselves as agents of change, and ultimately to take action to change the world for the better. With this proposed Minor, we envision an approach to learning that is academically rigorous, but that empowers students to pursue the social themes and issues that invoke within them a passion and a burning desire to create change for the betterment of people’s lives, locally, nationally or globally. From the perspective of, for example, a student and the communities they will work in, the world does not divide neatly into disciplines, academic subjects, or institutional towers; the world, and life within it, is complex, interdependent, fluid and relational. Fundamentally, our goal is to provide a learning context where a student in Business can pursue his or her passion to impact homelessness, or a student in Urban and Regional Planning can initiate change in the everyday experience of persons with disabilities.

The proposed Minor fits with how we understand what it is to live in an interdependent and complex global society. We seek to create a place for debate, exploration and discovery amongst students, scholars, researchers, activists, and practitioners at sites where social issues intersect with professional practice and policy in a multitude of contexts, across silos and disciplines. Our hope is that students arrive at new insights and collaborative approaches to the complex problems they experience in the world.

This proposal sets out a curriculum pathway that offers a rigorous program of study and critical thinking, as well as creative opportunities for student engagement, transformative learning and reflective practice. Fundamental is the exposure students will have to different kinds of expertise and different forms of knowledge. This will prepare our students to generate new approaches to address complex social problems and to become future leaders who will contribute to the economic and social well-being of the city, province and country. Significantly it will offer them increased opportunities to develop marketable knowledge and competencies in social innovation processes to build careers, enter diverse professions, find new solutions and to make their own contributions in their fields of practice.

New programs and courses in this emerging field face unique challenges. Curriculum in social innovation with its focus on new solutions to social problems requires a deep understanding of how social problems are rooted in institutionalized values, ideas, practices, structures, entrenched advantage and disadvantage as well as the political nature of the enterprise. Curriculum in social entrepreneurship requires a focus on learning the art of balancing social and commercial objectives, while maintaining a systems view and managing accountability to multiple constituencies in collaborative inter-professional work. It also requires an understanding of current trends in the social sector and finding ways to manage the shifting identities of organizations and roles in the public, for-profit and non-profit domains.

Fundamental to developing a curriculum pathway for social innovation is recognizing its interdisciplinary approach, one that draws across different levels of analysis from the micro to the macro, and often between the wide-ranging disciplines offered on campus. Certainly it is a field that opposes academic insularity, resists silos and thrives in a horizontal structure.

3. GOALS & LEARNING OBJECTIVES

The aim is to make social innovation intellectually sharp as well as practical for a new generation of young people who want to bring about change. The fundamental goal of the Minor is to help students see themselves as “change makers”, with the capacity to become leaders in introducing new, innovative, radical and sustainable ways of improving life for those living in marginalized, disadvantaged or peripheral circumstances. In so doing the proposed Minor supports the priority of enriched undergraduate

education through “interactions with diverse faculty, industry practitioners, peers and organizations in the community and through experiential learning and research opportunities” (Academic Plan, p.9). These in-between spaces of collaboration and interaction – across departments and disciplines, between communities within and outside the university – are most likely to spark the “collision points” or synergy, igniting creativity and innovation (Academic Plan, p. 21).

Four overall learning objectives are embedded in this proposal. Students will (1) gain an understanding of and an appreciation for the concepts and theories of social innovation and entrepreneurship; (2) experience and reflect on the power unleashed through inter-disciplinary learning and inter-professional action; (3) understand and see themselves as “changemakers” in relation to deeply embedded social challenges; and (4) create professional networks of peers and social innovators in the fields of practice.

The proposed Minor is designed to build toward the ongoing transformation of the University’s curriculum towards greater flexibility, enhanced interdisciplinary curriculum and increased transferability and the move to open electives to “improve educational quality and maximize students readiness for the creative economy” (Ryerson’s Submission, Strategic Mandate Agreement).

4. CURRICULUM

The structure, organization and delivery of the proposed Minor correspond to that of other Minors at Ryerson, although this one will provide a more interdisciplinary list of elective courses than what is typical of other Minors. The Minor will be managed and guided through the School of Child & Youth Care and the Chair of Social Innovation and Entrepreneurship based in that School. The core courses of the minor will be embedded in the curriculum of the School of Child & Youth Care and will be listed in the PR Table of the School.

Consistent with other Minors, the proposed Minor in Social Innovation will require the completion of **six courses**. Each student must complete **three required** courses and **three electives**. Students are able to receive guidance, coaching, and mentorship from multiple sources, including the Chair of Social Innovation and Entrepreneurship, the Distinguished Visiting Professor in Social Innovation, Distinguished Visiting Professor in Zone Learning as well as faculty members from the School of Child & Youth Care and other FCS Schools when choosing their elective courses. Where applicable, students individually or in groups will be introduced to mentors from within the social sector field that coincide with their interests and career choice. Opportunities for networking by means of cross-disciplinary interactions, expanded connections with external organizations and communities as well as industry and government partners will greatly enrich the employment prospects for students taking the Minor.

Specifically, the Minor in Social Innovation will orient students’ critical engagement in the analysis of issues related to social innovation, reflection drawn from different perspectives; active incorporation of an interdisciplinary perspective; significant and appropriate use of scholarly and narrative sources; skills for clear presentation, organization and structure of assignments; and originality of thinking.

THREE REQUIRED COURSES

CYC XXX: Exploring Social Innovation

The focus of this lecture course is to introduce students to the methods and practices social innovators are using to address complex social problems. The course will provide an overview of social innovation methods and enable a “deep dive” into specific methods that interest students or support a project in development. It will also provide students with the opportunity to network about a particular project idea or area of interest.

CYC XXX: Social Innovation in Practice

The course unfolds through a combination of classroom guests and lectures and off-campus, attendance at learning events in Toronto's rich social innovation community. The focus of the course is: 1) to introduce students to the field of social innovation, focusing on innovation activity in the Toronto social sectors, 2) to foster and support the development of a change project or area of interest with respect to social change and 3) to help students see themselves as 'change makers' in the current social context, building the capacity to become leaders in social service organizations, innovating nonprofits or social enterprises working with intractable social problems.

CYC XXX: Social Innovation in Action

This course aims to provide an opportunity for students to put their learning into action by developing and implementing a social innovation activity in the community, focused on the particular area of interest identified by the student and consistent with the subject-specific learning through the student's choice of elective courses. This course will include provisions for a mentoring component through community partners and practice leaders. The course brings together the skills, knowledge and tools acquired in the courses that have preceded it by giving students an opportunity to relate these understandings to 'real-world' social innovation applications. Prerequisites: CYCXXX Foundations of Social Innovation AND CYCXXX Social Innovation in Practice

THREE ELECTIVES

Students will choose three elective courses from the list of courses course provided. The list of elective courses has been clustered into thematic areas in order to assist students with ensuring coherence in their choice of electives and how these relate to the required courses. Students can choose any three courses on this list (assuming they have any required prerequisites), however, the courses have been grouped into themes to facilitate an informed choice. Students may not take more than two (2) electives from their own core program area (as per Policy 148). The electives are initially drawn from FCS, but with the goal of expanding this list to include courses from across the university as interest in the Minor grows. The six themes are: (1) Health & Well-Being, (2) Adversity & Rights, (3) Community Development, (4) Diversity, (5) Global Issues, and (6) Leadership & Advocacy.

<p>Theme 1: Health & Well-Being CYC 101 Introduction to Child & Youth Care CLD 450 Indigenous Early Learning MWF 325 Birth and its Meanings DST 503 Current Topics in Disability SWP 903 Crisis Intervention* SWP 908 Social Group Work* SWP 925 Strong Helpers Teachings SWP 933 Indigenous Health and Well-being FNY 400 Selected Topics in Food Security FNY 510 Indigenous Food Systems in Canada</p> <p>Theme 2: Adversity & Rights CYC 201 Child Abuse & Neglect CYC 602 Children's Rights SWP 905 Critical Approaches to Mental Health and Madness SWP 923 Family Violence* FNY 409 Gender and Food Security</p>	<p>Theme 3: Community Development DST 506 Making Ontario Accessible SWP 939 Art and Social Transformation FNY 407 Community Development and Food Security* FNJY 408 Urban Food Security* INT 912 Community Development: International Field Experience INT 917 Urban Community Development</p> <p>Theme 4: Diversity DST 504 Mad People's History SWP 900 Race and Ethnicity* SWP 926 Critical Practice with Queer Populations*</p> <p>Theme 5: Global Issues CLD 448 Childhood in a Global Context SWP 928 International Social Work* FNY 403 Food Security Concepts and Principles FNY 404 Food Policy and Programs in Food Security*</p>
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	Theme 6: Leadership & Innovation CYC 601 Social Research Methods DST 727 Leadership for Social Action* SWP 927 Advocacy in Social Work* SWP 938 Innovative Organizing in Precarious Times
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Note: an asterisk denotes that the course has a prerequisite

5. SEQUENCE

There is a limited prerequisite structure embedded within the Minor; Exploring Social Innovation and Social Innovation in Practice are prerequisites for Social Innovation in Action. Beyond that, however, students can complete the Minor in any sequence. Typically, students would take the two required courses (Exploring SI and SI in Practice) first, then complete the three electives, and finally complete the third required course (SI in Action). However, the Minor can work reflectively as well; this means that students may have taken one, two or all three electives prior to taking the required courses, in which case what they have learned in those electives will inform reflectively how they learn in the required courses.

6. EXAMPLES

Student A, enrolled in any faculty and/or program from across the university, chooses Exploring Social Innovation as a general elective with no intention of completing the Minor. As a result of taking this course, the student is inspired to see him or herself as a change maker, becomes aware of the Minor, and then plans, potentially with coaching and guidance from the instructor or other faculty members involved in the delivery of the Minor, his or her pathway for the Minor. Student A therefore takes SI in Practice next, selects three electives that speak to his or her passion and interest, and then proceeds to take SI in Action and complete a social innovation project in the community, thus completing all requirements for the Minor at time of graduation.

Student B has taken two courses related to homelessness that happen to be on the list of eligible electives of this Minor. As a result of taking these courses, the student becomes interested in doing something about homelessness, but in his or her regular program (for example Early Childhood Studies or Biomedical Sciences), no opportunities for engaging the issue of homelessness exist. The student learns of the Minor and enrolls in Exploring Social Innovation. Having already completed two electives, the student then takes Social Innovation in Practice and a third elective simultaneously. Finally, the student takes Social Innovation in Action in his or her last semester at Ryerson, where he or she draws on their learning about homelessness from previous courses, and uses their learning about social innovation to design a change project in the homelessness sector in Toronto in partnership with a practice leader and under the guidance of the Chair of Social Innovation.

7. DEMAND & IMPLEMENTATION

CYCXXX Foundations of Social Innovation will be offered in the nearest Fall semester following approval of the Minor. It is anticipated that students from all faculties may be interested in this Minor. While the pathways through the Minor will vary from student to student, a typical scenario would have students start the Minor in the 2nd year of their academic program with the first two required courses in Fall and Winter, then complete their electives in their third year of study, and finally complete the third required course in their final year of study. The Minor would roll out slowly allowing for professionally related courses to be approved and listed as eligible electives, and if and when open electives become available, allowing for a settling in phase for their operationalization.

In terms of resource demand, the Minor requires the initial development of the three required new courses, taught on-site. The Chair of Social Innovation is completing this development work (winter 2015) in partnership with the two FCS Academic Leads. The John C. Eaton Chair will typically be the designated instructor for the CYCXXX Social Innovation in Practice course as well as the CYCXXX

Social Innovation in Action course. Both these courses involve facilitation and coaching of students by the Chair of Social Innovation but are delivered in partnership with community leaders in the field of social innovation. Students will be expected to work with their community mentors/networks to complete their project, with the formal instructor providing supervision and ultimately assessment of their work. The other required course, CYCXXX Exploring Social Innovation, will be taught by FCS faculty/instructors.

8. ACADEMIC MANAGEMENT AND GOVERNANCE

The Faculty of Community Services proposes to offer the Minor in Social Innovation through the School of Child and Youth Care, which will ultimately assume responsibility. The Minor meets the mandate and vision of the School of Child and Youth Care and provides an opportunity to extend knowledge in this area of study to a broader population of students who will have the opportunity to lead change. Importantly, Marilyn Struthers, the John C. Eaton Chair in Social Innovation and Entrepreneurship and Ric Young, Distinguished Visiting Professor in Social Innovation are based in that School and will contribute their significant expertise and knowledge during the early stages of development and implementation.

9. COMPARATOR PROGRAMS

The office of the John C. Eaton Chair in Social Innovation and Entrepreneurship conducted a scan of a fifteen academic Minors in Social Innovation/ Entrepreneurship offered at the undergraduate level by University programs across the US and Canada. An analysis of the key components of these programs reveals a tendency for programs to adopt a singular focus. Either their primary focus is on experiential learning by means of labs, projects, and coaching or their primary focus is on theory. Seldom do they offer both theory and practice, an approach we prefer for being most congruent with Ryerson's history and orientation. In this, the Minor in Social Innovation at Ryerson is distinctive.

A few other observations from the scan reveal that very few Universities offer curriculum on the background history and context of social innovation; that very little is offered in terms of skill development (e.g. grant writing/business planning); that very few universities provide seed funding for new projects; and that many Universities allow for a field practicum where students work for an existing organization.

10. LIBRARY RESOURCES

Students enrolled in the Minor will have access to the print and electronic materials available through the Ryerson University Library. The Library is updated regularly and many new holdings are added each year for the sake of currency. Most of the courses offered through the Minor are courses that exist already within teaching departments and are included among the teaching departments' regular offerings, suggesting that the possession or acquisition of supporting resources is assured. The Library's electronic holdings currently include virtually all of the major journals and periodicals relevant to the field of social innovation.

Reading and learning material available through the library will be further complemented through the FCS website: changetheworld.fcs.ryerson.ca. The website was designed to support students and faculty to access research and practice resources related to social innovation, to find events and opportunities in the social innovation world as well as to ensure a cross- disciplinary connection between social innovation and social entrepreneurship.

11. THE FACULTY OF COMMUNITY SERVICES & SOCIAL INNOVATION

The Faculty of Community Services has an established track record of hosting successful University-wide collaborations and events, as well as teaching opportunities that have enhanced our knowledge of and experience in the emergent field of social innovation. The Eaton family deliberately chose the Faculty of

Community Services as the site for their endowment for the John C. Eaton Chair of Social Innovation and Entrepreneurship, a position now occupied by Marilyn Struthers, a well-known social innovator, hosted in the School of Child & Youth Care. Over the course of the past 18 months, the Faculty of Community Services has embarked on an ambitious program of embedding social innovation in curriculum, extra-curricular activity, research, knowledge dissemination and public awareness activities.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Minor in Social Innovation*

B. CERTIFICATE IN FAMILY SUPPORTS: DISCONTINUATION

The Certificate in Family Supports was developed in cooperation with the School of Early Childhood Studies and the School of Nutrition and launched in 1996. In 2007, Chang School Council approved the revisions of the Certificate from eight to six courses. In recent years, although selected courses within the certificate have continued to appeal to the full-time and part-time undergraduate students, there has been limited registration by CNED students and the certificate has been reviewed and is not financially viable. Continuing Education students also indicated that they would prefer fewer courses in their program of study focusing on family support. 47 students discontinued the certificate between 2007 and 2015, 152 students registered in the certificate (approximately 18 new students per year in the last 3 years) and 43 graduated from the program. The completion span for the students in this time frame is 4 years.

Practitioners in the sector recommended that a more condensed professional learning opportunity be made available to the sector. For this reason, the Course Series in Family Supports and Community Engagement has been introduced to Chang School Council for approval. The recommendation is to discontinue the Family Supports Certificate and replace it with the proposed Course Series in Family Supports and Community Engagement.

Current certificate students will continue to have the opportunity to register in the Family Supports Certificate during the 2014/2015 academic year to allow those who have been considering the certificate to proceed with their plans. The certificate will be discontinued effective in the 2015/2016 academic year.

The following Family Supports courses would be *retained* and offered as a part of a NEW Course Series titled "Family Supports and Community Engagement":

CVFS 401 Contemporary Family Issues

CVFS 403 Family Supports Theory and Practices

CVFS 406 Guiding Children's Development

The following Family Supports practicum course will be *retained* from 2015/16 to 2017/18 to ensure the Family Supports Certificate students have an opportunity to select the practicum elective option as they complete their certificate studies. This is an instructor guided independent study course:

CVFS 408 Practicum/Project

The following Family Supports courses have experienced very low enrollments and course cancellations for many years and will be *discontinued* in The Chang School effective the 2015/2106 academic year:

CVFS 400 Group Dynamics and Interpersonal Communication

CVFS 402 Families, Power and Change

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Family Supports: Discontinuation*

**C. CERTIFICATE IN RESIDENTIAL CARE FOR CHILDREN AND YOUTH:
DISCONTINUATION**

The Certificate in Residential Care for Children and Youth has not been offered since Winter 2010. The original intention was to cancel the certificate due to lack of registrations and poor fiscal viability. However, at the time that the Certificate was reviewed and placed on ‘pause’, specific faculty suggested that the Certificate be retained for a short time in case the courses could be used by Child and Youth Care faculty in international initiatives. This has not been the case.

It is recommended that the Certificate in Residential Care for Children and Youth be formally discontinued and that certificate courses be deleted from published Chang School offerings.

Courses:

- CVCY 101: Communications in Residential Care
- CVCY 102: Human Growth and Development
- CVCY 103: Principles of Group Care
- CVCY 104: Residential Care Techniques
- CVCY 105: Health, Ethics, and Professionalism
- CVCY 200: Reflective Practice Seminar

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Residential Care for Children and Youth: Discontinuation*

D. IMAGE ARTS CERTIFICATE: DISCONTINUATION OF NEW MEDIA SPECIALIZATION

The Chang School offers an Image Arts Certificate with three specializations: Film Studies, Photography Studies and New Media.

The New Media Specialization was put on pause during 2014-2015. The New Media degree program has moved from the School of Image Arts to the RTA School of Media. Given the major changes to the New Media undergraduate program curriculum that have occurred, we submit for approval the discontinuation of the Image Arts - New Media Specialization starting Fall 2015.

In order to facilitate student completion of the New Media Specialization, CDNМ-series of courses will be offered until the end of Spring/Summer semester 2016.

The revised certificate will now have two Specializations: Film Studies, and Photography.

<p>CURRENT CERTIFICATE Required Courses CMPC 101 Combined Media: Visual Studies I CMPC 103 Combined Media: Art and the Classical Tradition CMPC 201 Combined Media: Concepts and Theories CMPC 203 Combined Media: Art in the Modern World</p>	<p>REVISED CERTIFICATE Required Courses CMPC 101 Combined Media: Visual Studies I CMPC 103 Combined Media: Art and the Classical Tradition CMPC 201 Combined Media: Concepts and Theories CMPC 203 Combined Media: Art in the Modern World</p>
<p>Specialization in Film Studies CDMP 117 Film Studies: Film Technology I CDMP 118 Film Studies: Film and Sound Editing I CDMP 129 Film Studies: Motion Picture Production I</p>	<p>Specialization in Film Studies CDMP 117 Film Studies: Film Technology I CDMP 118 Film Studies: Film and Sound Editing I CDMP 129 Film Studies: Motion Picture Production I</p>
<p>Specialization in Photography</p>	<p>Specialization in Photography Studies</p>

<p>CDFP 328 Photography: Photography Production I CDFP 329 Photography: Photography Production II CDFP 333 Photography: Photography and Digital Imaging CDFP 358 Photography: Photography and the Web</p> <p>Specialization in New Media CDNM 109 New Media: Introduction to Web Presentation CDNM 121 New Media: Introduction to Interaction Design CDNM 209 New Media: Flash for New Media CDNM 221 New Media: Video and Audio for New Media</p>	<p>CDFP 328 Photography: Photography Production I CDFP 329 Photography: Photography Production II CDFP 333 Photography: Photography and Digital Imaging CDFP 358 Photography: Photography and the Web</p>
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Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Image Arts Certificate: Discontinuation of New Media Specialization*

E. CERTIFICATE IN ADVANCED NEUROSCIENCE-STROKE CARE: DISCONTINUATION

Ryerson University’s *Interprofessional Certificate in Advanced Neuroscience-Stroke Care* was launched during the Fall 2009, after extensive consultation with the Neuroscience-Stroke community, to address the pressing need for frontline expertise in stroke care within the Ontario Stroke System. This was the first interprofessional program of its kind in Canada and it was developed in partnership between Ryerson’s G Raymond Chang School of Continuing Education, Sunnybrook Health Sciences Centre, the North and East Greater Toronto Area Ontario Stroke Region and Network. Academic leadership included Ryerson’s Department of Psychology, The Daphne Cockwell School of Nursing and professors with subject matter expertise from the Faculty of Community Services.

This program of study offered health care providers from a variety of health care disciplines with the opportunity to develop an advanced understanding of evidence informed care and interprofessional collaboration in practice across the continuum of client-centred neuroscience-stroke care.

To maximize access for health care professionals, courses were delivered through a hybrid format which is comprised of a combination of on-line self-study and live webconferencing sessions. Three of the courses within the certificate (CVNS 640, CVNS650 and CVNS 660) were designed to build stroke expertise among those Allied Health Care Providers who are seeking opportunities to join interprofessional stroke care teams within acute care, community or long-term care settings. Two courses (CVNS 600 and CVNS620) were developed to refresh/build on health care providers skills in critically reviewing the research literature and health promotion paradigms.

Enrollments and Graduation

- Enrollment of 45 health care providers in the initial offering of the courses
- Enrollment in subsequent terms has been very low
- A plan was implemented to all eligible students to complete the certificate prior to discontinuation of the certificate. This process has been completed
- There have been only seven graduates from this program. The final cohort graduated June 2014
- Based on very low demand, courses were not offered during the 2014/2015 calendar year

Stroke Sector Feedback Regarding the Current Certificate

- Relevance of certificate content highly rated by participants

- Students active in the certificate courses reported success in career advancement in the stroke sector
- Clear message that a graduate-level credential was essential to future success of the certificate given that all potential participants already had one or multiple post secondary credentials
- Course load (assignments) challenging for health care providers who were all engaged in full-time employment (particularly given that no graduate credit is awarded)
- Lack of institutional tuition support was a key deterrent

Based on the limited registrations and graduation rates and the feedback from partners and students, it is recommended that the Interprofessional Certificate in Advanced Neuroscience Care be discontinued effective fall 2015. The certificate is not fiscally viable.

Future Considerations:

a) Professional Development Workshops with Partner Organizations

Selected content from the certificate courses could be repurposed to offer health care providers opportunities for professional development in neuroscience-stroke care content areas and possibly other related health sectors. The Chang School has had preliminary discussions with Sunnybrook Health Science Centre/ Regional Stroke Centre for the North and East GTA Ontario Stroke Region and Network in anticipation of the delivery of a pilot professional development event in 2015. Other opportunities could be explored in future as well.

b) Development of a Professional Masters Diploma

It had been proposed that the current Certificate be redeveloped into a Professional Masters Diploma which would focus on developing the capacity of physicians, nurses and allied health care providers in order to become critical consumers of the emerging evidences in brain science research, become change agents within their practice settings and to build those skills required to create high functioning interprofessional health care teams within the stroke care across Canada and globally.

Ryerson's current Professional Masters Diploma is in initial stages of implementation and requires cohort of approximately 20 students to be fiscally viable. This has proven to be problematic for this sector. Lack of clarification within the university regarding the offering of PMDs in a distance format is an issue given that the need is for a provincially accessible program. Also, identification of subject matter expertise to ensure currency and delivery would require formalized external partnerships

A Professional Masters Diploma may be considered at a later date.

c) Partner with or transfer the Certificate to another academic institution or health care organization

The Dean of The Chang School and Sunnybrook Health Science Centre reviewed this option in the summer 2014 and it was determined that this was not a viable option at this time.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Advanced Neuroscience-Stroke Care: Discontinuation*

F. CERTIFICATE IN ADVANCING THE AODA: PRINCIPLES AND PRACTICES OF ACCESSIBILITY: CHANGES TO CERTIFICATE TITLE AND DELETION OF SELECTED ELECTIVES

i. Proposed Revision to Certificate Title

For more than twenty years, there has been an international focus on the rights of people with disabilities with the goals of full inclusion at home, in education, in the community and the workplace. This is reflected in legislation from the US, the EU, Australia and Pacific RIM countries, in international

standards such as those for internet accessibility, and the UN's Convention on the Rights of Persons with Disabilities (SCRPD). In this context, the AODA (Accessibility Ontario Disability Act) is one of the latest legislative efforts. As such, it is one tool of many addressing the accessibility/inclusion challenges of people with disabilities.

The knowledge acquired by students in the Certificate program is considerably larger than the scope of the Ontario AODA mandate. The accessibility field covers all aspects of civic life, public history, and cultural production. It draws from engineering, urban planning, ITC, design, disability studies, allied health, education, as well as other fields and professions. Certificate graduates who have gained a solid grasp of the accessibility field will be well equipped not only to understand the bigger picture but to make significant contributions regarding how the AODA continues to be shaped. Further, providing students with a global and international view of accessibility that goes beyond Ontario and Canada will benefit students who work in companies and organizations who engage with partners and clients in other provinces as well as internationally.

The current certificate title **Advancing the AODA: Principles and Practices of Accessibility** does not fully represent the certificate's focus and curriculum. This may impact on certificate recruitment. To better reflect the scope of the certificate and the international nature of the field, it is therefore proposed that the certificate title be revised to **Accessibility Practices: AODA and Beyond**. The primary focus of the certificate is accessibility while acknowledging and highlighting Ontario's AODA as an important legislative tool that is driving change. As the Certificate is marketed to a broader audience, we hope to ensure that the title will attract those from the nonprofit and voluntary sector as well as the business sector.

ii) Deletion of Selected Electives

A review of the patterns of registration by current AODA students indicates that blending of Elective Group A and B and elimination of streams (Ethics and Social Justice, Organizational Behaviour and Change Management, Public Policy and Law, Customer Service, Employment, Information and Communication) will allow students to select three elective courses that best meet their learning needs. Those elective courses that have not been taken by current students within the first 3 years of the certificate have been deleted. Courses that have a very limited cycle of availability are also deleted. Students are advised to check with the Academic Coordinator for academic advising support when selecting electives.

Proposed Curriculum Structure

Required Courses (no changes)

Select one from the following:

- CDST 501 Disability Studies: Rethinking Disability
- CINT 902 Interdisciplinary Studies: Disability Issues
- CSWP 921 Social Work: Disability, Community and Society

Required:

- CDST 506 Disability Studies: Making Ontario Accessible
- CVDS 200 Disability Studies: AODA Capstone Synthesis (final course)

Electives Courses (revised)

Select three from the following:

- CCLD 445 Early Childhood Studies: Inclusion and Consultation
- CDST 500 Disability Studies: A History of Madness
- CDST 502 Disability Studies: Disability and the State

CDST 504 Disability Studies: Mad People's History
CDST 525 Disability Studies: Rethinking Images of Embodied Difference
CDST 603 Disability Studies: Disability and The Law
CDST 604 Disability Studies: Current Topics in Disability II
CDST 614 Disability Studies: Community Access and Technology
CDST 725 Disability Studies: The Politics and Practice of Interventions
CDST 726 Disability Studies: Leadership in Human Services
CDST 727 Disability Studies: Leadership for Social Action
CGER 298 Gerontology: Ability, Disability and Aging
CINP 913 Nonprofit: Leading Through Change
CINT 907 Interdisciplinary Studies: Team Work for Community Services
CINT 921 Interdisciplinary Studies: Writing for Disability Activism
CMHR 405 Human Resources: Organizational Behaviour and Interpersonal Skills
CMHR 600 Human Resources: Diversity and Inclusion in the Workplace
CMHR 650 Human Resources: Management of Change
COHS 477 Occupational Health: Integrated Disability Management
CPHL 302 Philosophy: Ethics and Health Care
CPHL 400 Philosophy: Human Rights and Justice
CPHL 507 Philosophy: Ethics and Disability
CPHL 509 Philosophy: Bioethics DELETE
CPHL 602 Philosophy: Health Care and Distributive Justice DELETE
CSOC 472 Sociology: At Work in a Changing World DELETE
CSWP 402 Social Work: Social Policy and Social Inclusion

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Certificate in Advancing the AODA: Principles and Practices of Accessibility: Changes to Certificate Title and Deletion of Selected Electives*

G. FOR INFORMATION – CERTIFICATE IN CANADIAN SOCIAL WORK PRACTICE: ACADEMIC HOME (DESIGNATION)

At the time of the initial approval of the Certificate in Canadian Social Work Practice in 2005, designation of the program's academic home was not explicitly stated. Henceforth, the academic home for this Certificate should be understood to be the School of Social Work, Faculty of Community Services.

Respectfully Submitted,



Chris Evans, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Chris Evans, Chair and Vice Provost Academic

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

Anne Marie Singh, Faculty of Arts, Criminology

Kathleen Kellett-Bestos, Faculty of Arts, Languages, Literatures and Cultures

Ian Baitz, Faculty of Communication and Design, Graphic Communications Management

Jean Bruce, Faculty of Communication & Design, Image Arts

Mary Sharpe, Faculty of Community Services, Midwifery

Nick Bellissimo, Faculty of Community Services, Nutrition

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

Vadim Bostan, Faculty of Science, Chemistry & Biology

Tina West, Ted Rogers School of Management, Business Management

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

Naomi Eichenlaub, Library

Nenita Elphick, Chang School of Continuing Education

Des Glynn, Chang School of Continuing Education

Jona Zyfi, Student, Faculty of Arts, Criminology