REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2020–4; May 2020

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
- **FCS SCHOOL OF SOCIAL WORK – Admissions changes to the First Nations Technical Institute program**
- **CHANG SCHOOL - Certificate review for Fundraising Management**
- **CHANG SCHOOL - Certificate review for Health Informatics**
- **CHANG SCHOOL - Certificate modifications to Health Informatics**
- **CHANG SCHOOL - New Certificate in Urban Agriculture**
- *For Information*: **Chang School Certificates – Revisions (March 2020)**

A. FACULTY OF COMMUNITY SERVICES SCHOOL OF SOCIAL WORK – Admissions changes to the First Nations Technical Institute (FNTI) program
This proposal is to modify the admissions requirement for the FNTI/Ryerson University Social Work program by removing the pre-requisites CVSW15A/B and imbedding the learning requirements of these courses within program courses. These proposed changes were going to come forward for the next cohort (Summer 2021) because our FNTI partner recognized the significant financial hardship these admission requirements place on students and in order for our partnership to continue this change had to be made. Given the circumstance with COVID19 and discussion with our FNTI partner, we are seeking this change to commence in Summer 2020.

Background - FNTI and Ryerson University partnered in the early 2000's to meet the need of Indigenous communities. The advanced standing program requiring students to have a completed minimum two-year college diploma with at least two years social service work experience provided an avenue for Indigenous students to obtain a Bachelor of Social Work degree. The parallel program presented challenges from a registrar's perspective, requiring the registrar to create FNTI as a stand-alone program.

The FNTI program takes slightly longer than the on-campus advanced standing program because of the way the courses are offered. All courses in the FNTI program are one-week intensives where students from across Ontario take a week off of work, and travel to FNTI to participate in the course. Course work begins prior to the week-long intensive, typically with students connecting on D2L, doing the required readings and most courses have required course work to be completed after the week (typically a paper). Comparably, the on-campus program, students take term-long courses offered in the evenings so they can continue working. So although the programs were parallel in the Ryerson systems, it is quite a different experience for the students.

Another significant difference between the two programs is the composition of students. The FNTI program consists of Indigenous students and/or people who are significantly connected to community. Their knowledge of social work before entering the program is often substantially different so the two pre-requisite courses (CVSW15A/B) have always been delivered differently. For the FNTI students, one of the weeks focuses on Culture Camp and ceremony, meant to prepare the students for their journey through the program. There is also a closing Culture Camp for FNTI learners which takes place in their final class of the program imbedded in a social work elective.

The Curriculum - The advanced standing program curriculum is similar to the on-campus and FNTI program. However, a significant difference for the FNTI program is that all the elective courses are determined for the students by the Program Management Committee (PMC) which includes student representation and feedback over the years. In addition, the timing of the courses is pre-determined by the PMC because the courses are all one-week intensives and all students travel to attend the courses during that time. For instance, while the on-

campus students start with the research courses in the first year, for FNTI, the electives are part of Year 1 and the research courses are in Year 2. The proposed program schedule demonstrates that all students in the FNTI program would take the specific electives as identified, thereby ensuring that the learning objectives of the current pre-requisites will be taken by all students.

Challenges Related to Admissions Requirements (CVSW15A/B) - The admission requirements for the advanced standing program presents significant challenges for the students, with the FNTI students having greater challenges. The two courses cost students approximately $1250. Students are unable to receive band funding or government funding to cover the costs of these courses because they are not yet admitted into the program. In addition, FNTI students have to take a week off work, some are unpaid during this time or have to take vacation. For FNTI students all courses for the entire duration of the program require time off work, approximately every 4-6 weeks for three and a half years. FNTI students have the added costs of travelling to Tyendinaga First Nation where FNTI is located. Students are required to cover the cost of accommodation and all other travel related costs.
The School of Social Work has been discussing these challenges and FNTI noted that other advanced standing programs do not have these added pre-admission required courses. In order to move forward with our partnership, we have to remove these required courses and these plans were underway for consideration for Cohort 10, as documented in the minutes of the PMC meeting from December 2019.

To date, 7 cohorts have completed the program and cohort 8 is just over two thirds complete. We are expecting to admit 25 students in Cohort 9. Cohort 9 is about to begin with admissions currently underway. Students will start the program in the final week of August with their first program course; however, the two one-week intensive admission requirement courses were scheduled for May and June, with June being the Culture Camp. It is not possible to deliver the Culture Camp course on-line. Since we were going to submit the changes for admissions requirement in the next cohort and given the challenges of COVID19, our FNTI partners have requested to remove the admission requirement for Cohort 9 so that students can commence the program at end of August. It is recognized that future program courses may have to be designed to be delivered in an on-line or remote manner until the situation with COVID19 changes but we will have more time to prepare. Culture Camp activities will not be able to be done until the situation with COVID19 has changed so the planning of this for Cohort 9 will take place once face-to-face interactions can occur. For Cohort 10 and beyond, the learning objectives of CVSW15A/B will be imbedded in the first two courses of the program.

CVSW15A/B Course Description and Objectives
The course is designed to introduce students to the foundations of knowledge, values and ethics that are critical in social work practice, policy and research. The course is conceptualized within a structural, anti-oppression/anti-discrimination framework, drawing upon different perspectives within holistic, feminist, radical and critical social theories. Included are principles, approaches and effective strategies applicable in work with Aboriginal and diverse populations who experience social disadvantage and/or marginalization. Personal reflection and engagement of the social work student is encouraged in analyzing and applying concepts such as power, privilege, powerlessness, empowerment and social transformation.
COURSE OBJECTIVES/LEARNING OUTCOMES
1. To prepare students to enter the third year of Ryerson's BSW program.
2. To develop students' understanding of the foundations of knowledge, values, ethics on which social work practice, policies and research are constructed.
3. To enhance knowledge related to different anti-oppression perspectives, strategies and approaches.
4. To develop an awareness of the issues, concerns, and effective approaches in working with Aboriginal and diverse populations.

5. To provide opportunities for critical self-reflection that supports roles and responsibilities in working towards processes of social transformation.

Ryerson/FNTI Bachelor of Social Work Program
COHORT 9 Program Schedule 2020-2023
Current Proposed Schedule as of Dec 2019

Colour-coded legend	
	Required courses (9)
	Professional courses (4)
	Professionally related (2)
	Lower Liberal (1)
	Upper Liberal (4)

Program Year	Course Code	Course Name	Term	Week of In-class Delivery	Notes and Instructor confirmed
Pre-requisite courses	CVSW 15A	Social Work Foundations	S/S 2020	MAY 11 - 22, 2020	Instructor confirmed
	CVSW 15B	Social Work Foundations - Culture camp	S/S 2020	JUNE 8 - 12, 2020	Instructor confirmed. Unable to deliver culture camp online so if pre-req remains during covid course will have to be redesigned
YEAR 1	SWP 918	Professional comm. & RyU orientation	F 2020	AUG 24 - 28, 2020	Instructor confirmed
	CLNG 121	Language and Society	F 2020	SEP 21 - 25, 2020	*Instructor not confirmed and course not confirmed– feedback from students was this course was too similar to the one previous SWP918. We were looking at changing the course before covid.
	CSOC 506	Health and Society	F 2020	OCT 19 - 23, 2020	Instructor not confirmed
	SWP 331	Theories of Practice	W 2021	JAN 18 - 22, 2021	Social work RFA likely confirmed
	SWP 301	Decolonization and Anti-Oppression	W 2021	FEB 15 - 19, 2021	Social work RFA likely confirmed
	SWP 402	Social Policy and Inclusion	W 2021	MAR 15 - 19, 2021	Social work RFA likely confirmed
YEAR 2	CSOC 705	Law and Justice	F 2021	SEP 6 - 10, 2021	

	CPPA 101	Canadian Public Admin	F 2021	OCT 4 - 8, 2021	
	SWP 917	SW elective	F 2021	NOV 1 - 5, 2021	
	CINP 911	Advocacy and Govt Relations	W 2022	JAN 17 - 21, 2022	
	SWP 538	Social Research 1	W 2022	FEB 14 -18, 2022	
	SWP 638	Social Research 2	W 2022	MAR 14 - 18, 2022	
YEAR 3	SWP 50A	Advanced Social Work Practice Seminar	F 2022	SEP 12 - 16, 2022	
	SWP 51A	*Field Placement Part A*	F 2022	SEP - DEC 2022	
	CGEO 811	Global Enviro Issues	F 2022	OCT 10 - 14, 2022	
	SWP 919	Substance Use and Abuse	F 2022	NOV 7 - 11, 2022	
	CGEO 720	The Inner Landscape of Culture (Lib St.)	W 2023	JAN 16 - 20, 2023	
	SWP 51B	*Field Placement Part B*	W 2023	JAN - APR 2023	
	SWP 50B	Advanced Social Work Practice Seminar	W 2023	FEB 13 - 17, 2023	
	SWP 925	Strong Helpers Teachings (CLOSING CULTURE CAMP)	W 2023	MAR 13 - 17, 2023	

Proposed/Revised Course Schedule for Cohort 9
Ryerson/FNTI Bachelor of Social Work Program
COHORT 9 Program Schedule 2020-2023
<mark>Proposed Revision Given COVID19</mark>

Note: Cohort 10 will have a revised program. Some social work courses for Cohort 9 Fall/Winter 2020/21 could not be moved given the workload has been established for RFA. Moving forward in Cohort 10, if removing pre-requisites is approved, we will explore moving some of the social work required courses to an earlier delivery.

Colour-coded legend	Required courses (9)	
	Professional courses (4)	
	Professionally related (2)	
	Lower Liberal (1)	
	Upper Liberal (4)	

Program Year	Course Code	Course Name	Term	Week of In-class Delivery	NOTES
Pre-requisite courses	~~CVSW 15A~~	~~Social Work Foundations~~	~~S/S 2020~~	~~MAY 11 - 22, 2020~~	Propose to remove and bring content into second class
	~~CVSW 15B~~	~~Social Work Foundations - Culture camp~~	~~S/S 2020~~	~~JUNE 8 - 12, 2020~~	Culture Camp and ceremony will occur once classes can be face-to-face
YEAR 1	SWP 918	Professional comm. & RyU orientation	F 2020	AUG 24 - 28, 2020	Students attend their first class in Toronto to obtain their One-Cards and orientation to Ryerson. If not possible at this time because of COVID other arrangements will be made. If face-to-face ceremony/culture camp activities will also be planned.
	SWP917 (moved this up from Year 2)	SW elective	F 2020	SEP 21 - 25, 2020	Learning objectives of previous CVSW15AB. If face-to-face ceremony/culture camp activities will also be planned.
	CSOC 506	Health and Society	F 2020	OCT 19 - 23, 2020	
	SWP 331	Theories of Practice	W 2021	JAN 18 - 22, 2021	
	SWP 301	Decolonization and Anti-Oppression	W 2021	FEB 15 - 19, 2021	
	SWP 402	Social Policy and Inclusion	W 2021	MAR 15 - 19, 2021	
YEAR 2	CSOC 705	Law and Justice	F 2021	SEP 6 - 10,	

				2021	
	CPPA 101	Canadian Public Admin	F 2021	OCT 4 - 8, 2021	
	CLNG121 or other lower level liberal (moved this down from year 1)	English/Language and Society	F 2021	NOV 1 - 5, 2021	This course was identified as being redundant by students in the previous cohort. Looking at changing this lower liberal to another course. Moving it will afford us more time to select a new course.
	CINP 911	Advocacy and Govt Relations	W 2022	JAN 17 - 21, 2022	
	SWP 538	Social Research 1	W 2022	FEB 14 -18, 2022	
	SWP 638	Social Research 2	W 2022	MAR 14 - 18, 2022	
YEAR 3	SWP 50A	Advanced Social Work Practice Seminar	F 2022	SEP 12 - 16, 2022	
	SWP 51A	Field Placement Part A	F 2022	SEP - DEC 2022	
	CGEO 811	Global Enviro Issues	F 2022	OCT 10 - 14, 2022	
	SWP 919	Substance Use and Abuse	F 2022	NOV 7 - 11, 2022	
	CGEO 720	The Inner Landscape of Culture (Lib St.)	W 2023	JAN 16 - 20, 2023	
	SWP 51B	Field Placement Part B	W 2023	JAN - APR 2023	
	SWP 50B	Advanced Social Work Practice Seminar	W 2023	FEB 13 - 17, 2023	
	SWP 925	Strong Helpers Teachings (CLOSING CULTURE CAMP)	W 2023	MAR 13 - 17, 2023	

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the admissions changes to the First Nations Technology Institute partnership program – FCS School of Social Work.*

B. CHANG SCHOOL - Certificate review for Fundraising Management
The current Certificate in Fundraising Management is a six-course certificate with four required courses and two electives chosen from a group of three elective courses. The Certificate is designed to provide students with a foundational understanding of the role fundraising plays in the charitable and voluntary sector by:
● Developing their knowledge on creating, running, and managing successful, leading-edge programs
● Learning the most current and cost-effective ways to plan a campaign
● Providing the tools to implement a wide range of strategies and tactics for a successful and ethical fundraising operation

Students of the Fundraising Management Certificate come with varied backgrounds and are either:
● Aspiring fundraising professionals looking for career entry;
● Emerging managers in fundraising organizations expand their fundraising skills; or
● Experienced professionals who want growth and renewal opportunities

Fundraising practice has always included a focus on the donor experience, building relationships, and crafting engaging materials based on the donor's point of view. Today, digital technology and AI have the potential to enable greater 1:1 donor engagement and a degree of personalization in campaigns that were unimaginable before. Furthermore, the 2018 Global Trends in Giving report states that 54% of donors worldwide prefer to donate online; 69% of donors worldwide prefer to be thanked via email; and 41% give to crowdfunding campaigns. These trends suggest that digital/technology skills development supports online and mobile giving, communication, social media presence and campaigns, mobile applications, data management and cybersecurity.

There is continued job growth within the charitable sector, and demand for high-quality fundraising professionals has never been greater. Certificate graduates find work in local, national, and international nonprofits and charitable organizations that address philanthropic issues. Individuals new to the sector are often hired into entry-level fundraising positions that include program administration and coordination as well as information and donor database management. Students already in the sector often find that the certificate helps them advance their careers and secure promotions that lead to management and directorial positions.

The following is a list of the required and elective courses for the Fundraising Management Certificate:
Required Courses
CINP 912   **Nonprofit and Voluntary Sector Management:** Marketing for Nonprofit Organizations. Certificate and Degree Credit. Anti-requisite: CMKT 100
CINT 916   **Interdisciplinary Studies:** Introduction to Fundraising. Certificate and Degree Credit.
CVFM 201   **Fundraising Management:** Operations of Fundraising. Certificate Credit.
CVFM 202   **Fundraising Management:** Donor Centered Fundraising. Certificate Credit
Electives (select two)
CVFM 203   **Fundraising Management:** Fundraising Campaigns. Certificate Credit
CVFM 302   **Fundraising Management:** Entrepreneurial Fundraising. Certificate Credit
CVFM 303   **Fundraising Management:** Annual Giving Programs. Certificate Credit

Learning Outcomes - At the end of the Certificate, students are able to:
1. Develop and implement strategies to successfully and ethically operate a fundraising program
2. Apply best practices to your fundraising, client services, government relations, and volunteer management
3. Identify and inform solutions to ethical issues in the charitable sector
4. Analyze data and information to guide your fund development process and raise more money
5. Develop annual giving, donor communication, and fundraising marketing materials
6. Examine and adjust practices to emerging issues and donor-centered fundraising trends influencing today's charities
7. Apply sound financial management practices to real-life situations; and
8. Evaluate strategic fundraising plans and identify the critical elements of a well-configured database

Continuing education credits must meet subject areas covered on the CFRE Test Content Outline:
1. Obtain current professional development information
2. Explore new knowledge in specific content areas
3. Master new fundraising-related skills and techniques
4. Expand approaches to effective fundraising
5. Further develop professional judgment
6. Conduct professional practice in an ethical and appropriate manner

The academic home for the Fundraising Management Certificate program is entirely within The Chang School. From its inception, the joint Curriculum Committee-Program Advisory Committee within The Chang School has assumed responsibility for the academic governance of the certificate.

The competitive scan identified 12 fundraising management programs across Canada, of which 11 programs are within Ontario. Most programs in the scan are offered via community colleges and/or OntarioLearn. A graduate diploma and a Masters in Philanthropy and Nonprofit Leadership exist at Carleton University. Across all programs, there are areas and opportunities for curriculum development. There is a limited focus on analytics, incorporating digital and technology for data management and marketing, research methods, impact assessment and generating impact reports, privacy and cybersecurity. These gaps and emerging trends point to opportunities for curriculum development/upgrading.

Since the last Certificate review in 2011, 142 students have completed the Fundraising Management Certificate. The average time it takes from admission to the Certificate to graduation (calculated for 2011-2019) is about 2.8 years. The minimum time taken to finish the Certificate has been about two to three terms.

Results of a student survey suggest that overall, the Certificate has a high level of approval by respondents (n=22), with 91% (n=20) of respondents feeling satisfied with their overall learning experience in the program. Over three-quarters of respondents (82%, n=18) felt the program met their expectations, with 96% (n=21) in agreement that they are able to apply knowledge gained from the program to their work/career planning. At the same time, less than a quarter (23%, n=5) reported experiencing any career progression resulting from the program.

Overall strengths of the certificate include:
- Accreditation value towards the Certification process (CFRE)
- Cost of the basics of fundraising covered in "one stop place" with the Certificate
- Certificate is available online and for part-time study
- Depth of curriculum of introduction for not-for-profit is a practical portion of fundraising program
- Practitioners are instructors (practical examples, stories)

- Program accommodates people currently working in fundraising and those looking to move into fundraising; students can learn from each other and their diverse experiences
- Associated with Ryerson University and lends credibility to curriculum
- Incorporates elements of marketing to enhance fundraising skills
- Interdisciplinary course as starting point in curriculum; people outside fundraising program increases richness and strength to start of program for all students
- Encourages those who may not consider fundraising career to consider it in the future as a result of taking course
- Adds significant value to organizations (i.e., fast impact)
- Strong alumni that are working well in not-for-profit; and can be used as part of our testimonial work
- Very active alumni group with network; find jobs through each other's networks

Identified opportunities for enhancement include:
- Online courses should incorporate some hybrid opportunities (e.g., "face to face time")
- Incorporating technology to better promote achieving of learning objectives (e.g., Zoom)
- Incorporating soft skills into curriculum fits the context/need of profession
- Opportunity for professional streams to strengthen a particular skill set; possible active curriculum advisement (i.e., "concierge") on best course fit for specific student learning needs/professional goals (e.g., special events) to recommend a course of study.
- Promote better outreach via marketing, storytelling and testimonials
- Seek alliances outside program; integrate learnings within (e.g., accelerated programs/workshops/lectures) to supplement learning
- Opportunity for "hands on experience" - where could this fit within the curriculum
- Other course formats (e.g., intensives, hybrid) that may be more appealing to students registering in Certificate
- Establish and streamline communication between instructors and with AC to build sense of community amongst instructors and exchange content, innovative teaching strategies, ways to collaborate through courses/course material (led by AC) (e.g., in Fall; beginning of new term)

Development Plan:
1. **Review Certificate curriculum structure** to assess the following items with a consultation with the joint Curriculum Committee – Program Advisory Council:
   a) Consider redeveloping Certificate curriculum from certificate credit to degree credit status to promote degree-status of Certificate as well as eligibility for OSAP funding
   b) Consider decreasing the number of required courses (from 4 to 3) and increase the number of elective courses (from selecting 2 out of 3 to selecting 3 out of 5) to fulfil the certificate requirements. To complement the proposed consideration, there will be increased choice of elective courses offered (from 3 to 5) to further promote and enhance Certificate registration and graduation that meet student's learning needs.
2. **Redevelop Certificate curriculum** to ensure it remains competitive with the changing needs of students and emerging trends in fundraising management. Specific re-development activities include:
   a) Update course materials to ensure they are representative of most up to date, current practices in fundraising management; updates should be communicated on an annual basis to Academic Coordinator
   b) Streamline evaluation components across the Certificate curriculum to ensure they are weighted evenly and equitably across courses
   c) Review the curriculum to promote streamlining of content and reduce overlap

d) Promote more experiential learning opportunities that better address the principles of equity, diversity and inclusion via guest speakers, case studies and stakeholder engagement discussions
   e) Emphasize practical application of assignments by developing student-focused projects that connect with real work experiences.
   f) Ensure all course outlines are reviewed to be reflective of Course Management Policy 166 (8.3.4.1) to ensure participation grade criteria is established and included in the course outline
   g) Enhance the program with an experiential learning opportunity through a field placement which may enhance career progression.
3. **Re-design course delivery** to include various formats, including hybrid, intensive and fully online formats. There is an excellent opportunity to pilot an in-class weekend series, as well as an "executive education"-style format over a concentrated period.
4. **Focus on Marketing, Recruitment and Retention for the Certificate:** Continue to market CFRE credentialing to better engage students on the value add of choosing the Fundraising Management Certificate at the Chang School. Also, consider applying a targeted marketing strategy to engage mid-level professionals, new Canadians entering the labour market, international audiences where fundraising is on the rise, and other non-traditional target audiences identified. Finally, develop a strategy for student retention and how to improve graduation rates within the Certificate.
5. **Instructor and Student Engagement:** Establish a formal communications channel to communicate news, events, professional development opportunities, job postings and other relevant information for instructors and Certificate students.

Recommendation
Having satisfied itself of the merit of this certificate review, the Academic Standards Committee recommends:
That Senate approve the certificate review for Fundraising Management – Chang School.

C. CHANG SCHOOL - Certificate review for Health Informatics
The Certificate in Health Informatics was approved in January 2011, a joint submission by the Ted Rogers School of Information Technology Management, the Ted Rogers School of Health Services Management (SHSM), and The G. Raymond Chang School of Continuing Education. SHSM is the academic home for the Certificate in Health Informatics. Many electives are also housed in SHSM, but some electives are from other departments which have academic oversight of those particular courses.

The Certificate in Health Informatics received the 2015 Canadian Association for University Continuing Education (CAUCE) *Award of Excellence for Credit Programming Over 48 Hours*. Digital Health Canada has recognized The Chang School of Continuing Education as an official Continuing Education Provider. Two courses in the certificate (CHIM 305 and CHSM 301) are approved by Digital Health Canada for those with the CPHIMS-CA credential to use towards CPHIMS-CA certification renewal.

The certificate was designed to attract two broad audiences: those with a background in healthcare willing to gain skills in IT and those with a background in information technology willing to work in the healthcare sector. The vast majority of registrations come from those with education and experience related to healthcare. A subset of certificate students are internationally educated professionals; notably, those with high-level educational backgrounds (such as medical doctors, anesthesiologists and engineers) have demonstrated a keen interest in applying to this program.

The goal of the Certificate in Health Informatics is to provide professionals with the knowledge and skills to use data and information technology to improve the quality, effectiveness and efficiency of health care. Key areas of study include:

1. Health Care Environment: The role of diverse stakeholders in developing health policy as well as the characteristics of different types of healthcare organizations and the services they provide.
2. Technology Environment: Applications used across the healthcare system and emerging technologies that support the health care environment. Topics include systems analysis, selection, implementation, testing, data management, evaluation, and mitigation of privacy and security-related risk.
3. Management Practices: Management models and core functions within health care services for the effective management of people and processes.

Certificate Learning Outcomes
1. Develop comprehensive knowledge about the fundamental principles, concepts, and constructs of health informatics, including current processes and tools used in the field, such as the electronic health record (EHR) and emerging technologies.
2. Explain, demonstrate, and describe the central role of standards in healthcare interoperability and real-time messaging, including how the healthcare industry utilizes data-coding standards and terminologies to support clinical decision making and major privacy concerns related to an interoperable health record.
3. Critically explain how the Canadian health care system evolved and currently functions, including the role of both federal and provincial governments in developing health policy and the complexity of servicing Canada's diverse populations.
4. Define and describe the core management functions within health care services (planning, organizing, leading, controlling, budgeting) and the management model for health service organizations (inputs, outputs, conversion, and the external environment).
5. Demonstrate knowledge in one or more complementary areas, such as health coding classification, health economics, statistics, data analytics, privacy, project management, organizational behaviour, or leadership.

Table 1. Curriculum for the Certificate in Health Informatics: Current and Proposed

Current Curriculum *Eight course certificate*	Proposed Curriculum *Seven course certificate*

Required courses (four)
   CHIM305 Intro to Health Informatics
   CHIM306 Healthcare Interoperability
   CHIM307 Human-Computer Interfaces in Healthcare
   CHSM301 The Healthcare Systems
	Required courses (four)
	   CHIM305 Intro to Health Informatics
	   CHIM306 Healthcare Interoperability
	   CHSM301 The Healthcare Systems
	   CHSM305 The Management Cycle

Electives (select four)
   CHIM300 Managing Health Information Services
   CHIM301 Healthcare Information Analysis
   CHIM303 Intro to Health Coding Classification
   CHIM404 Intro to Health Economics
   CHIM405 Issues in Health Information Management
   CHSM305 The Management Cycle
   CHSM306 Management Leadership and Decision-Making
   CHSM437 Human Resources Management in Healthcare
   CIND119 Introduction to Big Data
	Electives (select three)
	   CHIM301 Healthcare Information Analysis
	   CHIM303 Intro to Health Coding Classification
	   CHIM404 Introduction to Health Economics
	   CHIM307 Human-Computer Interfaces in Healthcare
	   CHIM405 Issues in Health Information Management
	   CHIM408 Statistics for Health Services Managers or CQMS210 Applied Statistics for Business

CIND123 Data Analytics: Basic Methods CITM207 Computer-Enabled Problem Solving ~~CITM 305 Systems Analysis and Design~~ ~~CITM 410 Business Process Design~~ ~~CITM 500 Data and Information Management~~ ~~CITM750 IS Project Management~~ CLAW401 Information Access and Privacy Protection CLAW402 Health Information Access and Privacy CMHR405 Organizational Behaviour CMHR650 Management of Change	CHSM437 Human Resources Management in Healthcare **or CMHR523 Human Resources Management** CIND119 Introduction to Big Data CIND123 Data Analytics: Basic Methods CITM207 Computer-Enabled Problem Solving **CITM301 IT Infrastructure** **CITM820 Information Systems Security and Privacy** CLAW401 Information Access and Privacy Protection CLAW402 Health Information Access and Privacy CMHR405 Organizational Behaviour **CMHR640 Leadership** CMHR650 Management of Change **CTEC210 Fundamentals of Project Management**

Table 2. Prerequisites for Proposed Curriculum

Required Courses	Prerequisite Course(s)
CHIM305 Intro to Health Informatics	**none**
CHIM306 Healthcare Interoperability	**CHIM305**
CHSM301 The Healthcare Systems	**none**
CHSM305 The Management Cycle	**CHSM301**
Elective Courses	
CHIM301 Healthcare Information Analysis	**CHSM301**
CHIM303 Intro to Health Coding Classification	**CHSM301**
CHIM404 Introduction to Health Economics	**none**
CHIM307 Human-Computer Interfaces in Healthcare	**CHIM305**
CHIM405 Issues in Health Information Management	**CHIM404**
CHIM408 Statistics for Health Services Managers	**none**
CHSM437 Human Resources Management in Healthcare	**none**
CIND119 Introduction to Big Data	**none**
CIND123 Data Analytics: Basic Methods	**none**
CITM207 Computer-Enabled Problem Solving	**none**
CITM301 IT Infrastructure	**CITM207**

CITM820 Information Systems Security and Privacy	**CITM301**
CLAW401 Information Access and Privacy Protection	**CLAW122**
CLAW402 Health Information Access and Privacy	**CLAW401**
CMHR405 Organizational Behaviour	**none**
CMHR523 Human Resources Management	**none**
CMHR640 Leadership	**CMHR405**
CMHR650 Management of Change	**CMHR405**
CQMS210 Applied Statistics for Business	**none**
CTEC210 Fundamentals of Project Management	**none**

Since 2013, there has been over 1000 online enrollments per academic year in the certificate courses (both Certificate and non-Certificate students). As of Fall 2015, students have been able to complete the program fully online. Students may take up to five years to complete the Certificate in Health Informatics, however, because the courses are offered with regularity, some students are able to complete it within two years or less by taking two or more courses per term. All of the required courses are offered at least once per academic year, with CHIM305 and CHSM301 being offered every semester. The elective courses are offered at least once per academic year, with the exception of CHIM405 which was not offered in either the 2017/18 or 2018-19 academic year.

A survey of students revealed that the top three reasons respondents identified for choosing Ryerson's Certificate in Health Informatics included career advancement, professional development and learning new skills or updating an existing skill set. Students rate the quality of course material, quality of curriculum, instructor's subject matter expertise and management and the variety of courses offered as "very important" to their learning experience. Yet, just over half of students indicated they were "mostly satisfied" or "very satisfied" with the quality of course materials (56%, n=13). Furthermore, about half of students identified being "mostly satisfied" or "very satisfied" with the instructor's subject matter expertise (63%, n=15) or course management skills (50%, n=12). In particular, students only reported moderate *agreement* with instructors understanding needs of adult learners (34%, n=9). Finally, online, flexible learning is an asset to students wishing to pursue the Certificate in Health Informatics. Three-quarters of respondents either "agreed" or "strongly agreed" that the certificate addresses the practices needed for job and career planning (75%, n=18) and 92% believe the certificate helped them acquire the skills/competencies needed for their job and career planning (n=22).

In October 2019, an additional survey was completed with graduates of the Certificate in Health Informatics (N=19, 24% response rate). For those currently employed (90%, n=17), respondents most often reported working in health/health care (59%, n=10 of 17); The range of work experience is as few as 0.5 years to as much as 22 years (median is 11 years). Of those employed (n=17), the majority reported that they were unsure if the Certificate helped in obtaining their current job (16%, n=3 of 17) or felt the Certificate did not help them get their current job (42%, n=8 of 17) (total, 65%, n=11 of 17).

Comparator Certificates and Programs - Several colleges and universities in Canada offer a wide variety of educational programs in Health Informatics in addition to the Chang School, including 4 continuing education programs; 1 certificate program - full time; and, 10 graduate programs. Ryerson's Certificate in Health Informatics is competitive with existing programs within Canada as it relates to focus, format, duration and admission requirements. The Certificate can be completed fully online and it includes degree-credit courses that are approved through Digital Health Canada to be used as Continuing Education hours towards the renewal of the CPHIMS-CA credential. Furthermore, it offers students the opportunity to apply all, or most, of the credit earned through the certificate as transfer credits to a Bachelor of Health Administration program at Ryerson or at other universities (subject to admission and degree requirements).

The Certificate addresses societal need in recognizing the urgency of training people who can help design holistic technological solutions that not only reduce healthcare expenses, but also improve the quality of healthcare delivery in Canada. To this end, the field of Health Informatics not only assists in providing such preventive care services, but also provides a multitude of health care services at any required location with accuracy, dependability and repeatability.

Academic Recommendations
1. Revise the certificate goals to better relate to HI professionals' needs.
2. Revise the certificate learning outcomes to support the new certificate goals and to align with Digital Health Canada's updated core health informatics education modules.
3. Revise the certificate requirements to have one fewer elective course required for graduation (the current eight-course certificate would become a seven-course certificate with four required courses and three electives).
4. Revise the certificate curriculum to support the new certificate goals and learning outcomes. A Chang School Memo will accompany these recommendations.
   a. Required Courses:
      i. Delete CHIM307
      ii. Add CHSM305
   b. Elective Courses:
      i. Delete CHIM300, CHSM305, CHSM306, CITM305, CITM410, CITM500, CITM750
      ii. Add CHIM307, CHIM408, CITM301, CITM820, CMHR523, CMHR640, CQMS210, CTEC210

Non-academic Recommendations
1. Expand targeted marketing and outreach efforts for the Health Informatics Certificate to ensure the audiences identified by the PAC are reached with high-impact messaging.
2. Continue to market both the intermediary and long-term program outcomes. The Professional Development Award in Health Informatics is as an intermediary program outcome that meets the flexible learning needs of adult students. The longer-term opportunity to transfer credits into a Bachelor of Health Administration undergraduate degree program at Ryerson or other Canadian university is appealing to many students among our target audience.

Recommendation
Having satisfied itself of the merit of this certificate review, the Academic Standards Committee recommends:
That Senate approve the certificate review for Health Informatics – Chang School.

D. CHANG SCHOOL - Certificate modifications to Health Informatics
As a result of its recent review of the Certificate in Health Informatics, the Chang School proposes that the certificate requirements change from an eight-course to a seven-course certificate, effective Fall 2020. This change responds to demand from adult students for shorter, more focused education opportunities while continuing to meet the certificate's learning objectives.

Proposed Changes and Rationale
Changes to Required Courses:
a. Reposition CHSM 305 as a required course: When the required courses were mapped to the 2019 core education modules from Digital Health Canada (DHC), there were gaps in terms of covering Modules 4 (Organizational and Behavioural Management; Operations Management) and 8 (Leadership/Management). Repositioning CHSM 305 as a required course ensures the required curriculum covers the Human Resources related content required.
b. Reposition CHIM 307 as an elective: Human Computer Interfaces (HCI) is not listed as a DHC area of competency, yet Program Advisory Committee (PAC) members stated the importance of this topic for the subset of students who want to work on interface design.

Changes to Electives:
a. Deletion of CHIM 300 and CHSM 306: TRSM will stop offering these courses as per their discontinuation of the BHA Information Management Program. Content from CHSM 306 is covered in CHIM 305 and CHSM 437.
b. Addition of CHIM 307: See above.
c. Addition of CHIM 408 or CQMS 210: It was recommended that students be offered an elective in statistics as understanding the basic principles that underlie research design, data analysis and interpretation of results is an important skill that is commonly cited in health informatics-related job descriptions.
d. Deletion of CHSM 305: This will become a required course.
e. Deletion of CITM 305, CITM 420, CITM 500 and CITM 750 *and* Addition of CITM 301 and CITM 820: It was recommended to enhance the certificate's content related to privacy and security, which was emphasized in feedback provided by the Program Advisory Council members and is also foundational to DHC's core health informatics education. In consultation with the Academic Coordinator for The Chang School's certificates and courses with an academic home in the Ted Rogers School of Information Technology Management, it was recommended that CITM 820 *Information Systems Security and Privacy,* and its prerequisite, CITM 301 *IT Infrastructure* be added as electives in the certificate.
f. Addition of CTEC 210: To ensure the certificate continues to include a course focused on project management, which is highlighted in Module 6 of DHC's core health education, it is recommended to replace CITM 750 IS Project Management with CTEC 210 Fundamentals of Project Management. This change would not only ensure the certificate courses map to the competencies required by DHC, but would also provide certificate students with a more accessible course in project management as CTEC 210 does not have any prerequisites (opposed to CITM 750 which has CITM305 as a prerequisite; and, CITM 305 has a prerequisite of CITM 100 or CITM 102).
g. Addition of CMHR 523 and CMHR 640: The addition of CMHR 523 as an alternative to CHSM 437 ensures that students have access to an elective on human resources management in every term throughout the year. (Note that CMHR 523 has historically been accepted as a course substitute for CHSM 437). The addition of CMHR 640 is important for students seeking a course focused on leadership and its course content aligns with many of the leadership learning outcomes identified in Module 8 of DHC's Core Health Informatics Education Modules

Transition Plan - The Business program area will send a communication to students registered in the Health Informatics certificate who, as of September 2020, will have completed less than 50% of the curriculum. A

review of active student records shows there are currently 73 students who would be in the position to transfer into the certificate program with the revised curriculum requirements. Of these 73 students who would have the option to transfer, 15 have taken CHIM 307 as a required course but have room to have the course count as an elective toward completion of the new certificate curriculum, and no students have completed any of the electives that will be removed from the new certificate curriculum. The remaining students are close enough to completion that it is in their best interest to stay in the current certificate.

Current Certificate Structure
Required Courses:
CHIM 305   Intro to Health Informatics
CHIM 306   Healthcare Interoperability
CHIM 307   Human-Computer Interfaces in Healthcare
CHSM 301   The Healthcare Systems
Electives (select four):
CHIM 300   Managing Health Information Services
CHIM 301   Healthcare Information Analysis
CHIM 303   Intro to Health Coding Classification
CHIM 404   Intro to Health Economics
CHIM 405   Issues in Health Information Management
CHSM 305   The Management Cycle
CHSM 306   Management Leadership and Decision-Making
CHSM 437   Human Resources Management in Healthcare
CIND 119   Introduction to Big Data
CIND 123   Data Analytics: Basic Methods
CITM 207   Computer-Enabled Problem Solving
CITM 305   Systems Analysis and Design
CITM 410   Business Process Design
CITM 500   Data and Information Management
CITM 750   IS Project Management
CLAW 401   Information Access and Privacy Protection
CLAW 402   Health Information Access and Privacy
CMHR 405   Organizational Behaviour
CMHR 650   Management of Change

Revised Certificate Structure
Required Courses:
CHIM 305   Intro to Health Informatics
CHIM 306   Healthcare Interoperability
CHSM301   The Healthcare Systems
CHSM 305   The Management Cycle
Electives (select three):
CHIM 301   Healthcare Information Analysis
CHIM 303   Intro to Health Coding Classification
CHIM 404   Introduction to Health Economics
CHIM 307   Human-Computer Interfaces in Healthcare
CHIM 405   Issues in Health Information Management
CHIM 408   Statistics for Health Services Managers or CQMS 210 Applied Statistics for Business
CHSM 437   Human Resources Management in Healthcare or CMHR 523 Human Resources Management

CIND 119   Introduction to Big Data
CIND 123   Data Analytics: Basic Methods
CITM 207   Computer-Enabled Problem Solving
CITM 301   IT Infrastructure
CITM 820   Information Systems Security and Privacy
CLAW 401   Information Access and Privacy Protection
CLAW 402   Health Information Access and Privacy
CMHR 405   Organizational Behaviour
CMHR 640   Leadership
CMHR 650   Management of Change
CTEC 210   Fundamentals of Project Management

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the certificate modifications to Health Informatics – Chang School.*

E. CHANG SCHOOL - New Certificate in Urban Agriculture
The Chang School is proposing the introduction of a new Certificate in Urban Agriculture, to be offered beginning in Fall 2020.
Certificate Goal and Learning Outcomes - The goal of the proposed Certificate is to equip students with the knowledge, skills and practical experience in the field of urban agriculture to address global food system problems across multiple local city-region contexts. In terms of learning outcomes, at the end of the Certificate, students can:
  1. Understand the concept and characteristics of urban agriculture, identify the potential and associated risks of various types of urban agriculture, and assess the need for research or policy interventions in urban agriculture
  2. Analyze the relationships between urban agriculture and multiple dimensions of urban management related to health and nutrition, social and cultural development, local economic development and environmental management.
  3. Differentiate between, analyse and understand different types of urban agriculture systems in a city, using multiple criteria, and drawing on approaches for participatory research and extension to support the development of these urban agriculture systems.
  4. Identify how urban agriculture can advance food security, food sovereignty and environmental sustainability through planning and policy.
  5. Apply participatory and gender-sensitive concepts, tools and processes such as situation analysis, action planning and policy design with diverse urban agriculture stakeholders,

The Certificate will consist of 4 courses of 39 hours each (156 hours in total). The courses are certificate non-degree credit (not OSAP eligible).
The Chang School currently offers all of the required and elective courses. There is one proposed new course (CVFN 400), which enables the offering of independent study, specialized one-off courses (field-based, intensive, research-based, workshop, etc.) and other special topics in Urban Agriculture.
This Certificate is mapped with other existing Chang School Certificates, including Food Security, Sustainability Management and Enterprise Process Excellence, Landscape Design, and Entrepreneurship and Small business, thereby promoting applicability for students who are currently enrolled or are interested in enrolling in one more Certificate.
The Certificate consists of one required course, required electives, and general electives.

Required Course:
CVFN 410 Understanding Urban Agriculture
Required Elective Courses (Student chooses two of the following):
CVFN 411 Dimensions of Urban Agriculture
CVFN 412 Urban Agriculture Types (Revised and renamed Practicing Urban Agriculture)
CVFN 413 Urban Agriculture Policy Making (Renamed Planning & Policy for Urban Agriculture)
General Electives (maximum one of the following courses)**:**
CVFN 400 Practicum/Project in Urban Agriculture [new course]
CKLA 400 Ecology and Sustainable Landscapes
CKSS 100 Fundamentals in Sustainability I
CFNY 403 Food Security Concepts and Principles
CFNY 408 Urban Food Security
CENT 500 New Venture Startup
CFNY510 Indigenous Food Systems in Canada

Development Plan - Most courses currently exist in the proposed Certificate. Pending approval of the Certificate, the following course developments and revisions are required:
CVFN 400 - Practicum/Project in Urban Agriculture
CFNY 412 - Urban Agriculture Types [Renamed Practicing Urban Agriculture]

The course development and revisions were underway as of Fall 2019 for course offerings in Winter 2020. All course curriculum development will be completed by Winter 2021. Together, all courses will meet pedagogical criteria for currency, for equity, diversity and inclusion and the most up-to-date best-applied practices and approaches. Specifically, the Curriculum Committee are planning to work with Indigenous people as part of the curriculum planning and development. The Curriculum Committee will consult with appropriate University personnel to discuss the opportunity to convert existing certificate course credits into degree course credits.

Societal Needs and Target Group - Urban Agriculture is a relatively emergent field of professional practice in the western world and jobs in the area are not abundant. Most of the relevant positions advertised are for internships, homesteading, volunteer positions, part-time positions or low wage contract positions. However, several alumni of the Urban Agriculture Course Series have carved out a relevant career path for themselves, either directly in urban agriculture or in closely related work. Some, including members of the Program Advisory Council, have reached significant stature within this area. Moreover, several students have used the Course Series as a springboard into graduate education, through admission into Masters Programs.

Graduates of Urban Agriculture programs identify employment in the following positions and settings:
● Urban residential food grower
● Farmer manager or production assistant on vegetable or fruit farms
● Public gardens or field production staff
● Owner/operator of a food production farm
● Municipal planner or policymaker
● Coordinator or Project manager in urban agriculture, plant innovation or rooftop/community gardens
● Coordinator or Project manager or consultant in ecological planning
● Research engineer or Project manager in eco-innovation and regeneration of urban areas
● Development officer in sustainable urban planning
● Project manager in a local authority, urban planning or environmental department or development agency
● Consultant in sustainable development
● Environmental advocate

- Entrepreneurs/Small business owner

The Certificate is targeted to individuals who may be embarking on post-secondary studies, and undergraduates with interest in the Urban Agriculture sector. Employment projections suggest Certificate graduates are likely to create a thriving professional path for themselves by building on the completion of the Certificate.

Responses from a recent survey with students and alumni of the Food Security Certificate and Course Series in Urban Agriculture suggested just over half of the current students (n=18, 53%) would be interested in completing the Urban Agriculture Certificate. Fewer alumni expressed interest in pursuing the proposed Certificate (n=8, 24%), however indicated they would need first need to know more about the Certificate before proceeding. Similarly, those surveyed from the employment sector related to urban agriculture agree that the proposed Certificate is valuable to existing job positions related to urban agriculture and that the Certificate would be useful and valuable in the workplace. At the same time, the proposed Certificate targets individuals who already have or are in the process of getting a background/experience in food studies, urbanization and social interventions. The Certificate may add value to individuals in enhancing their existing knowledge and experience in the context of urban agriculture.

Admission Criteria - Given certificate goals and learning outcomes, the appropriate admission criteria are OSSD with six Grade 12 U or M credits (including English), with a minimum average of 60 percent, or equivalent, or mature student status.

Academic Management and Governance - The Chang School is the proposed academic home for the Certificate, who will ultimately assume responsibility for the Certificate. The academic homes for the individual courses will be their academic schools/departments.

The certificate has a Standing Curriculum Committee and a Program Advisory Council. The Curriculum Committee shall include faculty from each teaching and/or program department that contributes courses to the Certificate. The Program Director of The Chang School and the Academic Coordinator for the Certificate in Urban Agriculture will both be an ex officio member of the Curriculum Committee. The Program Advisory Council consists of representatives from the urban agriculture sector and across Ryerson University.

Comparator Analysis - One fully online urban agriculture program exists in Canada, housed within the University of Guelph (via OpenEd). An emphasis of the program is on the theory and practical skills in support of agricultural sustainability. The Certificate includes five courses (four required; 1 elective). The University of Victoria also offers an intensive urban restoration and sustainable agricultural systems course. In the United States, five programs in urban agriculture exist, focusing on sustainability within modern agro-food systems.

The Chang School's proposed Certificate provides a unique advantage in becoming a leader in the Canadian market space by offering a fully online program in urban agriculture as a complementary but distinct program to the existing Food Security Certificate. In addition to its strong reputation with the Centre for Studies in Food Security, the proposed Certificate in Urban Agriculture employs flexible learning with a selection of electives that focus on food security, urban ecology and sustainability. In addition, one of the proposed electives will provide hands-on practical training. Such a program will also capture the experience over the past two decades in face-to-face training in urban agriculture, so as to provide learning instruments that can be used from a distance, and if desired, in-person. It is worth noting that the Chang School's Certificate in Entrepreneurship and Small Business offers potential learners and graduates of the proposed Urban Agriculture Certificate the opportunity to attain often necessary and complementary studies to facilitate their educational and professional goals in the field of Urban Agriculture.

Recommendation
Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the new Certificate in Urban Agriculture – Chang School.*

F. *For Information*: CHANG SCHOOL CERTIFICATES - REVISIONS (March 2020)
      i. Certificate in Fundraising Management: Course Addition - Elective
      ii. Certificate in Leadership in Organizations: Course Addition - Elective
      iii. Certificate in Publishing: Changes to course descriptions and prerequisite

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:
Charmaine Hack, Registrar
Donna Bell, Secretary of Senate
Kelly MacKay, Chair and Vice-Provost Academic
Anita Jack-Davies, Office of the Vice President, Equity and Community Inclusion
Bettina West, Director, Curriculum Quality Assurance
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