

# **REPORT OF ACADEMIC STANDARDS COMMITTEE**

**Report #W2014-5; June 2014**

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

- Periodic Program Review of the Bachelor of Health Administration in Health Information Management, School of Health Services Management
- Changes to course sequencing, titles, descriptions, and requisites for the Bachelor of Social Work program
- Ted Rogers School of Management Co-operative Education Proposal

## **A. PERIODIC PROGRAM REVIEW – Bachelor of Health Administration in Health Information Management**

### **1. BASIC INFORMATION AND HISTORY**

Health Information Management (HIM) is a *part-time degree completion* program comprised of 24 one-semester courses, the equivalent of approximately two years of full-time study, for those with either of the following: a minimum of a two-year CAAT diploma from a CHIMA accredited or recognized health record/health information program with related experience; or a three year CAAT diploma in an applied health science with related experience. Students are admitted directly to the Health Information Management stream of the School of Health Services Management, Bachelor of Health Administration program. The HIM program is designed to further develop a student's knowledge in the theory and management of health information. The HIM program's initial entering class was in 2003 and consisted of 39 students.

Health information management is concerned with health-related information and the management of systems to collect, store, process, retrieve, analyze, disseminate and communicate information related to the planning, provision, research and evaluation of health care services and more specifically includes the application of information to enable evidence based decision making in health care at the individual, department, organizational and system level.

In the early 1990's, the Canadian Health Record Association (CHRA)<sup>1</sup> recognized that, with the evolution taking place in the health services industry, there would be a need to prepare individuals at the baccalaureate level especially in the area of preparing health information to support the decisions-making process. Four Canadian universities, including Ryerson University and the University of Western Ontario, were named as suitable sites to address the identified needs. In contrast to the University of Western's direct entry four year undergraduate program, Ryerson proposed a part-time, degree-completion option with the intent to work in partnership with George Brown College which offers a 2-year Diploma program in Health Information Management.

### **2. SOCIETAL NEED**

Healthcare is among the largest industries in Canada. Second only to trade in the services economy, it employs over 10% of the Canadian workforce<sup>2</sup>. Out of fourteen NAICS<sup>3</sup> aggregate services-producing economic sectors, healthcare produces the 4<sup>th</sup> largest gross domestic product in Canada, after the real estate, trade and financial industries<sup>4</sup>. Healthcare is also one of the fastest growing industries in Canada. The rapid growth in the healthcare sector is driven by several factors, including ageing population,

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<sup>1</sup> The Canadian Health Records Association subsequently changed its name to Canadian Health Information Management Association (CHIMA) in 2003.

<sup>2</sup> Statistics Canada, 2007

<sup>3</sup> North American Industry Classification System, 2009

<sup>4</sup> Statistics Canada, 2007

increase in life expectancy, mutating diseases, changing policies, a more educated public and increased demand for a better quality of care.

While all students enrolled in the Health Information Management part-time degree completion program are currently employed in the field, health industry experts and stakeholders confirm that there is an increasing need for HIM graduates. Canada Health Infoway reported that, as far as health executives are concerned, healthcare business comes down to information management business. In this respect, a Health Region executive stated the following: *“We’re not [just in] the healthcare business; we’re in the information management business. We should start thinking as information managers dealing with healthcare information, and think about the tools we need to do it properly”*<sup>5</sup>.

### **3. EXISTING AND ANTICIPATED STUDENT DEMAND**

Since inception in 2003 there has been a steady increase in applications and in the last three years it has held steady at 46 applications per academic year. However, from that applicant pool only 15 students per academic year met the requirements for acceptance into the program. Most recently, in the Fall of 2011 there were 27 applications; however, only 5 of these applications were deemed to be qualified and were confirmed. Of note is that of the 5 that were confirmed, all 5 enrolled. While no formal track of records regarding the profile of applicants to the program is available, the primary reasons for turning down applications have dealt with inappropriate academic preparation for the HIM degree completion program (e.g. less than 2 years community college preparation), no work experience and lack of professional certification.

The 2012 Student Survey Results indicated that 13% of the student body was 24 years of age or younger and 40% were over the age of 40 (in 2009 almost 75% were over the age of 40 and none were under the age of 25). This reflects the beginning of a new growth in the younger cohort and would suggest a possible expansion, targeting a younger profile student and perhaps consideration of a full-time direct entry program. As a result, discussions have been underway for a collaborative full-time direct entry program in partnership with the Ted Rogers School of Information Technology Management. As a result of these discussions, and to test interest in the concept, a Certificate in Health Informatics has recently been developed and offered through the Chang School. The results of this collaborative program will be monitored and will inform further discussion going forward.

A joint study on the Human Resource needs for Health Informatics and Health Information Management was released on November 2, 2009 by the Canadian Health Information Management Association (CHIMA), Canada Health Infoway, COACH, the Information and Communications Technology Council (ICTC), and Information Technology Association of Canada – Health (ITAC-Health). The purpose of the report was to estimate the current supply of and five-year requirements for Health Informatics and Health Information Management professionals. The findings indicate serious risks of skills shortages and several initiatives are proposed to avert these shortages. They recommend “HIM professionals will require additional theoretical knowledge and practical insight into information technology systems and applications. The skill broadening that is required exceeds the learning that is associated with normal working experience. Formalized professional development will be required”<sup>6</sup>.

By 2014 the number of HI and HIM professional who will require broader skills will increase from 8,880 in 2009 to between 13,690 and 32,170. These figures are particularly important for a degree completion program like Ryerson’s Bachelor of Health Administration in Health Information Management. Among the report’s recommendations is a clear call to “[expand] the role of skill certification by building on certification programs that are already in place”. HIM may consider a full time direct entry HIM management program; however, this should not be initiated at the expense of the current programming structure.

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<sup>5</sup> Canada Health Infoway - [http://www2.infoway-inforoute.ca/Documents/Vision\\_Summary\\_EN.pdf](http://www2.infoway-inforoute.ca/Documents/Vision_Summary_EN.pdf)

<sup>6</sup> Canada Health Infoway, CHIMA, COACH, ICTC, ITAC. Health Informatics and Health Information Management Human Resources Report. November 2009

#### **4. PROGRAM LEARNING OUTCOMES**

By the end of this program HIM graduates will be able to ...

1. Apply a deep and broad knowledge of the key concepts, methodologies, current advances and strategies in health information management to a variety of settings which may intersect with and include the wider healthcare and health management fields.
2. Collect, interpret, assess, and debate multiple sources of information informing critical selection of methods, approaches, and strategies for facilitating planning and decision-making in a health care setting.
3. Complete a capstone research project integrating a broad range of skills and knowledge from the health care field by identifying a specialized area of inquiry, by implementing effective research methods (qualitative or quantitative), by critically evaluating resulting data and by formally preparing and presenting findings of publishable quality.
4. Communicate health information, appraisal of literature, arguments, data analysis and interpretation effectively to a variety of audiences first through oral presentations and by responding to questions and secondly through essays, formal research reports and other written assignments.
5. Monitor and appraise the changing field of health care and identify gaps in current understanding, challenging assumptions and re-evaluating current practices in light of new developments and understandings in the field.
6. Apply specialized health information management knowledge, strategies and critical thinking skills to complex multidisciplinary problems involving multiple stakeholders in the health care system demonstrating principles consistent with academic and social responsibility.

Following development of the program learning outcomes, a curriculum mapping exercise was initiated. Learning Outcome 1 is first introduced at an introductory level in the 300 level courses (HSM 301, HIM 300, HIM 301, HIM 302 and HSM 326) then reinforced in later courses at an intermediate level (HIM 403, HIM 404, HIM 405, HSM 437, HSM 417 and HSM 408) and lastly students demonstrate proficiency in Learning Outcome 1 by the time they reach the practicum project (HIM 406 and HIM 407). This pattern is repeated through all the learning outcomes except perhaps Learning Outcome 3 which is particularly applicable to the Practicum experience. Further progression in meeting Goal 3 is demonstrated at an introductory level through Research Methodology (HSM 417) and is reinforced through Program Planning and Evaluation (HSM 408) and culminates in the actual completion of a formal Practicum Research Project of publishable quality (Proficiency).

#### **5. PROGRAM CONSISTENCY WITH OTHER ACADEMIC PLANS**

The above learning outcomes are consistent with the University mission and academic plan, the Faculty academic plan and the school's academic plan. Ryerson's degree-completion HIM program is uniquely structured to capitalize on students currently working in the healthcare field who can then apply the skills they are learning immediately to their workplace which draws on Ryerson's history of applied knowledge to address societal needs. Further woven through many of the program goals is a focus on the acquisition of critical thinking, interpretation and assessment of multiple sources of information related to a specialized health information management field as well as the broader health care field and in turn societal needs in general (e.g. public health; Pan Canadian Health record). Lastly program Learning Outcome 3 which applies to the required capstone research project integrates both theoretical and applied knowledge at a high level integrating the learning from the entire program including the application of a broad range of knowledge, critical thinking and research skills to a specific health care management problem within a healthcare organization and measures its success through the demonstration of effective communication skills through a formal presentation to both an academic and business audience and through a formal research document of publishable quality. The rigour required for the Capstone course is deliberately designed to prepare for graduate level work.

## ***School of Health Services Management Vision, Mission and Goals***

### ***Mission***

- To be the leading and preferred national provider of innovative, part-time undergraduate education in Health Information Management and AUPHA certified degree-completion education in Health Services Management for working professional students

### ***Vision***

- To be the national leader in flexible and innovating management education and applied research for career health professionals

### ***Overarching Program Goals***

- To educate a health practitioner to assume entry or middle-level management responsibilities in the provision of appropriate, cost effective client-centred health services in institutional and community settings
- To facilitate the personal and professional development of a manager who will contribute to the evolution of multi-disciplinary, holistic health communities
- To build a broad understanding of political, social, economic, ethical, cultural and technological factors which shape health and the health system
- To provide a basis for entry into advanced or graduate studies

## **6. PROGRAM CURRICULUM AND STRUCTURE**

The 24 course degree-completion program in Health Information Management is offered as a part-time program.

- 13 Professional courses
- 7 Professionally related courses (3 required; 4 electives)
- 4 Liberal Studies

The program is designed around the needs of the working professional in health information management and offers courses in various formats such as lecture, intensive on-site and distance course delivery via the internet. The program offerings have gained wide acceptance from students pursuing the Bachelor of Health Administration degree. This structure satisfies the needs of individuals who reside at considerable distances outside the Greater Toronto Area.

Students must take HSM 301 as the first course. This provides the foundation for an understanding of the Canadian health care system. There is no prerequisite to HSM 301 but this course forms the prerequisite for many of the management courses which follow. Of particular note is that many HIM courses are utilized by other certificates and programs, including Health Services Management (HSM 301 and others), Health Informatics (HSM 301 and others), Environmental Public Health Leadership (HSM 408), and Project Management (HSM 301).

<b>Health Information Management Curriculum</b>	
<b>LEVEL I, SEMESTER I</b> Professionally Required Courses HSM 301: The Healthcare System HIM 300: Managing Health Information Services HIM 301: Healthcare Information Analysis  Professionally Related and Required (one of) ACC 100: Financial Accounting ECN 104: Introductory Microeconomics ECN 204: Introductory Macroeconomics  Professionally Related Elective (One)  Liberal Studies_( One)	<b>LEVEL I, SEMESTER II</b> Professionally Required Courses HIM 302: Health Information Systems HSM 326: Law for Health Managers  Professionally Related and Required (two of) ACC 100: Financial Accounting ECN 104: Introductory Microeconomics ECN 204: Introductory Macroeconomics  Professionally Related Elective (One)  Liberal Studies_( One)

<p><b>LEVEL II, SEMESTER I</b></p> <p>Professionally Required Courses  HIM 403: Managerial Accounting and Finance  HSM 417: Research Methodology  HSM 437: Human Resources Management  HIM 404: Health Economics</p> <p>Professionally Related Elective (One)</p> <p>Liberal Studies ( One)</p>	<p><b>LEVEL II, SEMESTER II</b></p> <p>Professionally Required Courses  HIM 405: Issues in Health Information Mgmt.  HSM 408: Program Planning and Evaluation  HIM 406: Practicum Seminar  HIM 407: Practicum</p> <p>Professionally Related Elective (One)</p> <p>Liberal Studies ( One)</p>
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<b>Professionally Related Electives</b>	
EID 100 Digital Skills and Innovation for the Global Economy GMS 422 Quality Management HSM 307 Principles of Long Term Care Service Delivery HSM 308 Project Management-Long Term Care HSM 309 Trends in Long Term Care Service Delivery HSM 310 Institutional Structure INT 901 Gerontology: Critical Issues and Future Trends INT 902 Disability Issues INT 904 Health Promotion and Community Development INT 905 Conflict Resolution in Community Services INT 906 Sexuality: Power and Pleasure INT 907 Team Work for Community Services INT 908 Homelessness in Canadian Society INT 910 First Nations Issues INT 911 International Community Development INT 912 Community Development: International Field Experience	INT 913 Issues of Migration INT 914 Settlement Experiences INT 915 Responses to Migration INT 916 Introduction to Fundraising INT 917 Community Development INT 920 Community Collaborations ITM 100 Foundations of Information Systems ITM 102 Business Information Systems I ITM 305 Systems Analysis and Design ITM 500 Data and Information Management ITM 505 Managing Information Systems ITM 595 Auditing of Information Systems ITM 610 Database Administration MHR 522 Industrial Relations MKT 100 Principles of Marketing

Table 1 provides details of the rationale for the inclusion of Professional and Professionally-Related Required courses in the Health Information Management program curriculum. The courses offered in Level I address Learning Outcomes 1, 2, 4 and 5, which reveal a foundational level of learning. In Level II, the students integrate and apply previous learning to complex problems that consider multiple stakeholder issues, including corporate social responsibility (Learning Outcomes 3 and 6).

**Table 1**

<b>Rationale</b>		
<b>Professionally Related Required</b>		
Introductory Financial Accounting	ACC 100	Establishes the basis for Financial Management
Introductory Microeconomics	ECN 104	Establishes the basics of microeconomic theory and the concepts of demand and supply required for health economics
Introductory Macroeconomics	ECN 204	Establishes the basics of macroeconomic theory and the concepts of monetary and fiscal policy required for health economics
<b>Professionally Required</b>		
Managing Health Information Services	HIM 300	Explores the manager’s role as it relates to planning, organizing, leading and control. Is a general management course which establishes the basis for further studies. Students develop skills in problem-solving, decision making, leadership and motivation.
Healthcare Information Analysis	HIM 301	This course focuses on analysis methodologies and the use of current data analysis software such as query and reporting tools, on-line analytical processing (OLAP), executive information systems and data mining tools
Health Information Systems Management	HIM 302	This course is an extension of HIM 301 and takes a systems perspective in terms of database management, quality management and utilization management.

The Healthcare System	HSM 301	Focus is on the health system as a whole and the possibility of an integrated client-centered continuum. Comprised of three main foci: the client, the system, and the manager. Students must be aware of all three facets in the current environment in order to understand changing managerial functions and relationships. Build on previous knowledge of health, illness, client relationships and the health system
Law for Health Managers	HSM326	The effective manager must have an understanding of relevant legal issues in order to ensure client and staff rights and security. It is the manager's role to supervise and instruct others at the unit level
Managerial Accounting and Finance	HIM 403	This course focuses on the unique financial management features, reporting policies and analytic tools in health services organizations. Builds on basic accounting principles, a basic understanding of funding, and the role of the manager.
Health Economics	HIM 404	This course takes the student beyond using the fundamental tools necessary to apply basic economic principles to the health care field. Exposure is provided on a balance of population –based health economics and consumer driven, managed health care economics.
Issues in Health Information Management	HIM 405	This course focuses on current issues in the healthcare field affecting health information management and asks students to consider issues from different stakeholder perspectives. Students are asked to frame the issues through alternate stakeholder perspectives in order to understand and appreciate the complexity of some the health care issues currently being debated.
Program Planning and Evaluation	HSM 408	A central responsibility of the departmental-level manager is to initiate and oversee the development of programs that will meet the needs of the client. The responsible manager will evaluate program outcomes in relation to stated objectives for client well-being. This course builds on the function within the management cycle and on the ability to understand the research process and provides the groundwork for the practicum experience.
Research Methodology	HSM 417	This course builds basic skills in statistics and research methodology in the health field. To ensure the quality, appropriateness and cost-effectiveness of the services they provide, managers must make decisions based on the best available evidence. This course lays the groundwork for the final practicum project.
Human Resource Management	HSM 437	This course increases the understanding of the processes involved in merging human talents, needs and aspirations with the requirement of the client –centered health services organization. It builds on the theory and practice of leadership and communication skills, to develop skills and knowledge in human resources planning, recruitment, selection and evaluation.
Practicum Seminar	HIM 406	The practicum is the “capstone” course of the degree program. It provides the opportunity to apply and integrate theory and skills from all previous courses in a practice setting other than the student's current setting in the production of a significant research project, thus further developing skills and broadening perspectives on management, the organization and the system.
Practicum	HIM 407	

## 7. DIVERSITY AND INCLUSION

Diversity and inclusion in the health information management program is reflective of the broader healthcare field and several courses address this topic specifically. For example, HIM405 Current Trends in Health Information Management uses both teaching and assessment methods to encourage reflective practice on alternative and diverse stakeholder viewpoints. The capstone course (HIM 406 and HIM 407) requires students to engage with health service organizations and providers in the field reflective of a very diverse healthcare system. Students are required to work on a research project collecting data and interacting with staff in a collaborative way to produce a high quality presentation to both an academic and business community and a paper which is of sufficient quality to consider

submission to an academic journal. This requires students to be aware of and sensitive to a diverse audience who may have different expectations and priorities.

## **8. CURRICULUM AND STRUCTURE - UNDERGRADUATE DEGREE LEVEL EXPECTATIONS**

The following is a brief summary of the UDLE's mapping matrix:

**Depth and Breadth of Knowledge:** This is well represented through all courses and reflects all program learning outcomes to some degree. The 300 level courses particularly address Depth and Breadth of Knowledge at an introductory level. This is reinforced through the 400 level courses and by the final courses (the Practicum HIM 406 and HIM 407) student's depth and breadth of knowledge are demonstrated in both written and verbal form and assessed at the proficiency level through their practicum research project.

**Knowledge of Methodologies:** HIM is structured to culminate in a high level research project. The 300 level courses are designed to introduce students to the collection, interpretation, assessment and the debate around multiple sources of information in order to inform critical selection methods, approaches and strategies for facilitating planning and decision-making in a health care setting. These concepts are then reinforced in the Research Methods course (HSM 417) and Program Planning and Evaluation course (HSM 408). They are later applied at a proficiency level in the capstone practicum (HIM 406 and HIM 407) where students are required to engage in and produce a formal research project.

**Application of Knowledge:** The 300 level courses provide the basic introduction (ex. CHIM 300) into how to critically assess, and weigh and assign power to alternative viewpoints on health information management issues. The 400 level courses both reinforce and formalize the application of their knowledge (ex. CHIM 408) leading to and culminating in a formal research project at a health care institution and including a formal presentation and research paper (CHIM 406 and CHIM 407).

**Communication Skills:** Many courses use both essays and presentations to assess communication skills. For example, CHIM300 uses both a reflection paper and a research paper to assess written communication skill at an introductory level. Similarly the very first course students are required to take - CHSM 301 - requires both presentations and written assignments for assessment at an introductory level. At the reinforcement level, HSM 408, HSM 417 and HSM 437 integrate both presentations and written assignments into both teaching and assessment. The capstone courses (HIM 406 and HIM 407) require proficiency to present their research findings by means of a formal presentation to the entire School of Health Services Management faculty and students, and often include representatives of the host institution and practicum preceptor. The final research project must be written up as a formal research project suitable for publication.

**Awareness of Limits of Knowledge:** Awareness of limits of knowledge is associated with courses which require some degree of literature review and critical analysis. Specifically, CHSM 301 and CHIM 300 require research papers and some degree of awareness that there is a wide range of opinion in these areas for which they have only an introductory understanding at this point. This is particularly relevant as many of these students come from a healthcare background and often make the assumption that they already have a good understanding of the system. These first few courses lay the foundation of an awareness of the limits of their understanding. This is then formalized and reinforced in the 400 level courses such as HSM 417 (research methodology) and HSM 408 (program planning and evaluation. In the capstone courses (HIM 406 and HIM 407), students have a greater understanding and appreciation of the limits of their knowledge and how this impacts the strength of their interpretations of that knowledge and the conclusions they can draw from their own research project.

**Autonomy and Professional Capacity:** Many courses from the 300 level through the 400 level and culminating in the capstone course, the practicum, require students to develop transferable skills such as a broad understanding of the health care field and management field beyond simply the health

information management sector. Further they have developed their critical thinking and analytical skills which can be applied to a wide context. Through courses such as CHIM 301 (Health Information Analysis) at an introductory level, CHSM 408 (Program Planning and Evaluation) at an reinforcement level and HIM 406 and HIM 407 (Practicum) students have developed a proficiency in initiative, personal responsibility and accountability as demonstrated by their ability to manage their own learning under changing circumstance particularly through the independent projects required in these courses to access information provided by host healthcare institutions. Further, group work and the ability to manage and work effectively in groups are required by many courses including HSM437; HSM301; HIM404. For those courses which require students to gather data from either their own workplace (ex. HIM 301; HIM302 and HSM408) or in the case of the practicum another workplace setting, students are required to pay significant attention to business ethics and act and behave in a professional manner consistent with academic integrity and social responsibility.

Each course was assessed and the variety of teaching methods and assessment methods used. HIM learned how diverse the teaching and assessment methods were in the program and how well the course structure mapped to program learning outcomes, culminating in the final practicum project which requires the integration of all of program learning outcomes and affirms and clearly resonates with the undergraduate degree level expectations (UDLES).

## **9. CURRICULUM DEVELOPMENT**

Both the Health Information Management Program and the Health Services Management Program undergo curriculum reviews on an annual basis through the curriculum committee. In addition to the curriculum committee, the School Council is involved in all matters related to academic planning, administration, operation and procedural policies. Program retreats are planned for the School of Health Services Management to provide strategic planning opportunities for continued program improvements for both the HSM and HIM program streams.

## **10. ENROLMENT IN PROGRAM COURSES**

Enrolment in program courses by HIM students do not represent the total enrolment of these courses as both HSM program student and CE students also enroll in these courses. In addition, the School of Health Services Management is consistently seeking to provide online offerings to meet the needs of out-of-province students. Further, while the majority of students in each course are from the HSM stream or CE students, it is anticipated that as the HIM program continues to build due to the projected increasing societal demands for HIM trained graduates, additional sections will be required to meet this demand.

## **11. RELATIONSHIP TO CURRENT DISCIPLINE AND PROFESSION**

The Health Information Management program is rather unique. In Canada, the provision of academic preparation for health information professionals at the university level is a relatively new initiative. The programs are predominately offered as diploma programs by community colleges and the Canadian Healthcare Association. In the Toronto region, there are a number of options for professional education in Health Information Management; however, the only viable degree option currently available for comparison purposes besides Ryerson's BHA in Health Information Management is the Bachelor of Health Science in Health Information Management offered by the University of Ontario Institute of Technology (OUIT). However, the program at UOIT is no longer offered, as of the 2013-2014 Undergraduate Calendar.

The HIM program is unique in that most students are already working full time in the health information management field while completing their degree. Students are exposed to both academic integrity and social responsibility in several courses and learning outcomes 6 specifically addresses principles consistent with academic and social responsibility. At a more advanced and experiential level, the Practicum as the capstone course in the program emphasizes both academic and professional integrity through a learning contract. In order to proceed, students enter into a contractual agreement with a healthcare organization around a particular research proposal which addresses the FINER criteria (Feasible, Interesting, Novel, Ethical and Relevant).

## **Certification**

The School of Health Services Management received full re-certification status by AUPHA (Association for University Programs in Health Administration) in 2006 and has been re-certified until 2018. Although the AUPHA focus is on the Health Services Management program, they viewed the HIM stream positively and have recognized the complementary value of the HIM program to the School of Health Services Management. In addition, since students entering the HIM stream are already certified by the Canadian Health Information Management Association (CHIMA) and since CHIMA (formerly CHRA) was involved in the development of this program, the HIM program has been granted full recognition status by CHIMA (Canadian Health Information Management Association). CHIMA's program recognition process is the means by which CHIMA evaluates formal educational programs for their suitability to prepare students to meet national standards and become eligible to enter health information management practice as certified professionals. Graduates of CHIMA-recognized programs are eligible to challenge the Canadian College of Health Information Management (CCHIM) national certification examination. Programs that achieve CHIMA-recognition are required to undergo a periodic re-recognition process for compliance with all standards to maintain their recognition status with CHIMA.

## **12. INNOVATIVE OR CREATIVE CONTENT AND/OR DELIVERY**

Teaching methods vary from course to course but a variety of methods, including interviews with managers in the field, simulations, group work, and in particular practical research field experience as part of the capstone course, make for a diverse and creative learning experience. Peer feedback and peer teaching (or student teaching) is widely utilized in the program. In addition, case studies are often employed as a teaching method as are guest speakers, films and videos. Computer simulations, games, and role playing exercises are utilized by at least two courses.

## **13. PARTNERSHIPS OR COLLABORATIVE AGREEMENTS**

Informal collaborative agreements are in place with CHIMA certified college diploma programs which provide the foundation for the HIM degree completion model (e.g. George Brown College; Fleming College and St. Lawrence College). Other partnerships particularly relevant to the health information management part-time degree option at Ryerson's School of Health Services Management are the formalized relationships required for the final practicum research project. As a result of the practicum requirement for a major field-research project, the School of Health Services Management has developed ongoing relationships with several health services and health information management partners. Such relationships are important for the future placement of HIM students and are nurtured by the program's Director. The placements include hospital service and information management departments, Community Care Access Centres, long-term care facilities and health information management organizations such as CHIMA and COACH.

## **14. EXPERIENTIAL LEARNING OPPORTUNITIES**

The HIM Program provides experiential learning opportunities at the beginning of the program at the 300 level and at the end of the program and specifically the capstone course in the program. For example:

*CHIM 300 Lakeview Simulation* via [experiencepoint.com](http://experiencepoint.com): This course is taught over the internet in an asynchronous environment. The simulation is run by [experiencepoint.com](http://experiencepoint.com) and is designed to engage students in applying change management theory through a simulation involving a fictitious hospital, Lakeview hospital, which needs to improve its customer satisfaction while operating under extensive resource constraints. Upon completion of the simulation, students are required to write a reflection paper.

*CHIM 406 Practicum Seminar*: The first pre-field work seminar orients students to the process of experiential learning. Students and faculty supervisors establish learning contracts detailing the terms and conditions of fieldwork placements.

*CHIM 407 Practicum*: In this course, the Practicum project/exercise must be directly related to health information management. The practicum is the "capstone" course of the Health Information Management program, and provides the opportunity to apply management theory and concepts in a

working environment which is specific to health information services delivery. Students evaluate and analyze on-site management issues within the context of their understanding of organizational systems.

### **15. STUDENT ASSESSMENT**

Assessment methods vary from course to course but a variety of methods are employed including assignments, quizzes, presentations and critical analysis papers such as literature reviews and research reports. Of particular note is the increasing emphasis placed on the acquisition of skills directly related to communicating their knowledge in both written and oral formats as the student progresses through the curriculum, culminating in a formal presentation open to the site preceptor and the entire school of health services management and a written research report of publishable quality.

### **16. STUDENT SUCCESS AND ACHIEVEMENT**

The greatest marker of student success and achievement for the HIM program is the successful completion of the capstone course, CHIM 407 Practicum. All students are required to complete the capstone course as a requirement for graduation and, while challenging, students in general feel the process to be extremely rewarding and recognize it as proof of the knowledge and skills acquired throughout the program.

### **17. LIBRARY**

A subject librarian oversees primary collection development in the core areas of health information management. However, it should be noted that the program is heavily supported by collection development efforts in the following programs and/or courses: Health Services Management, Information and Technology Management, Nursing, Public Health, Business Management, Accounting, Law, Computer Science and others. The report prepared for the PPR entitled *An Evaluation of Library Resources and Services Supporting the Program in Health Information Management*<sup>7</sup> demonstrates that Ryerson University Library resources and services adequately support the program in Health Information Management.

### **18. SURVEYS**

*Student Survey 2012:* Currently there are about 70 active students enrolled in the HIM stream and 24 HIM students (34%) responded to the student survey.

- virtually all students were employed either part-time or full-time prior to enrolment in the HIM program
- 12.6% had attended community college
- the majority of respondents were female (83.3%) which is representative of HIM's enrolment as well the age ranges were relatively evenly distributed between 12% and 15% with the highest percentage represented in the 45-49 age bracket and the lowest in the 50 or older bracket.
- the majority of students felt the program was academically challenging (22/24 or 92%), well organized (20/24 or 83%) and of high quality (24/24 or 100%)
- the majority (87.5%) felt the program workload was manageable although 3 of the 24 respondents felt the workload was excessively high

Program *strengths* identified in the student survey:

- problem-solving, written communication
- research skills
- understanding professional/ethical responsibilities
- understanding people from different cultures
- developing a broad knowledge of career field
- mastering specific employment related skills/knowledge
- working in teams

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<sup>7</sup> Appendix A1-N Library Resources

Program *weaknesses* identified in student survey:

- understanding the international context of the career field
- entrepreneurship
- leadership skills
- responding to technological innovations

Other information from student survey:

- there appears to be a reasonable interpretation and consensus that tests, examinations, written assignments, learning materials, classroom instruction, group work and print and computer-based library resources were effective or very effective
- some work or improvements could be directed toward experiences with computer-based technology, which likely are related to students who are solely dependent on online/distance education resources
- the consensus seemed to support that professors are current and knowledgeable, well-organized, available outside of class, intellectually challenging and provide useful feedback
- 16.6% of students felt that professors needed to work on their availability and feedback
- 78% felt that academic advising was either effective or very effective; 22% indicated that the question was not applicable as it would appear they have not used the program department for this purpose
- 90.9% indicated that they would recommend this program to others and 95.8% of students indicated that they would also recommend Ryerson University to other students

The biggest concerns identified by students appear to be the final practicum requirements including travel (distance education students having to fly to drive to Toronto three times for seminars) and the time required to be at the practicum site away from their employment. Another concern was the time required to participate in blackboard discussions (which is typical for distance education).

#### ***Alumni Survey 2012:***

There was a response rate of seven students of a total possible 25 (28%).

- all were employed when they entered the program and HIM graduates identified their jobs prior to entering the program as HIM Professional (4) and Managers (3). None identified securing a more senior job position as a result of their degree, but this could simply be more reflective of a tighter job market and less room for advancement.
- all seven graduates indicated the level of satisfaction with the core courses as very satisfactory or satisfactory
- with the elective courses two-thirds indicated very satisfactory or satisfactory
- 5 of 7 respondents were satisfied or very satisfied with the practicum
- five respondents indicated courses they felt should be added to the HIM stream including statistics (SPSS training, epidemiology, healthcare research), Informatics courses (Electronic health records, Data Analysis and reporting, computer technologies), and project management
- five respondents commented that there was too much overlap in the economics courses
- other recommendations for the program included improving online learning so all exams can be done online and to revisit the requirement to travel to Toronto for the practicum seminars

#### ***Practicum Preceptor Evaluations:***

While all HIM students are currently employed in the health information field during their studies, the capstone of the HIM program, the Practicum (HIM 406 and HIM 407), provides students with a unique opportunity to apply what they have learned about management theory and concepts at an alternate work setting through the production of a major research project. Four practicum supervisors completed the evaluation forms. Overall the responses were favourable with all four indicating that their expectations were more than satisfactory or exceeded their expectations.

More recently, a practicum student completed a research paper on the preceptors' perception of the practicum experience based on preceptor responses from January 2007 through to and including January 2011 academic terms. The value in the experience was deemed both pleasurable and

enjoyable by the preceptors involved in Ryerson's practicum program. The majority of preceptors were highly impressed by the student's attitude, professionalism, work ethic and final deliverables (written report and/or presentations). The students' projects were deemed both valuable and useful to the host organizations and in several cases had an impact on steering health care management decisions.

Recommendations for improvement included increasing the number of face-to-face visits by faculty, hosting an annual preceptor appreciation breakfast, hiring a full-time faculty member to work exclusively with the practicum program in an effort to fill the existing gap in communication and support identified by the preceptors.

## **19. FACULTY**

Since its inception the HIM program has operated with one tenured faculty member (who is also the Director of the program) and one Limited Term Faculty position. Both positions split their responsibilities equally between the HIM program and HSM program. The remaining faculty are CUPE contracts. (Note that as of 2012 there are now 3 full-time RFA positions)

Faculty members are encouraged to incorporate student participation, as appropriate to their SRC programs and the skills and interests of students. There are very few available resources for supporting faculty research; however a research assistant was hired on a contractual part-time basis from 2009 to 2011 to help manage some of the research activities associated with the practicum and any publications and poster's which resulted from practicum related activities.

## **20. ADMISSION REQUIREMENTS**

Health Information Management is intended for two separate, distinct applicant streams:

### **Stream A:**

For individuals who are graduates of health record/health information accredited or recognized programs, having at least two years related experience in the field of health information and a grade average of 'B' or higher. Documentation of professional registration/certification with CHIMA is also required. Potential candidates with other post-secondary academic backgrounds and extensive work experience in the field will be considered on an individual basis.

### **Stream B:**

Individuals who are graduates from a three-year diploma program with a grade average of 'B' or higher in applied health sciences (e.g. nursing, medical laboratory technology, chiropody, radiology, respiratory therapy) from an Ontario College of Applied Arts and Technology (CAAT), or the equivalent. The diploma must include a one-year introductory, university-level humanities course or equivalent. Candidates must have at least two years of professional experience in the health services field as well as documentation of professional registration/certification where applicable.

Potential students with other post-secondary academic backgrounds and extensive work experience in the field will be considered on an individual basis. Applicants with no specific experience/training in the health information field will be expected to achieve proficiency in the core health information subject areas that are currently taught in the CAATs or equivalent educational systems.

## **21. STUDENT QUALIFICATIONS**

While the admission data indicated a large number of applications with only a few enrollments, a large number of these are due to applications which do not meet the eligibility requirements. Since HIM is a degree-completion program recognized by CHIMA, it is important for the program to maintain standards that are appropriate to maintain CHIMA recognition status. As part of the development plan, there have been some discussions going forward for the design and implementation of a certificate in Health Information Management.

## 22. ENROLMENTS, RETENTION AND GRADUATION DATA

Students are admitted three times a year in the Fall, Winter and Spring semesters (Table 2). Once admitted, part-time students are given up to eight years to complete their program (and in theory extensions beyond this period are available for special circumstances). It is expected that students will maintain an average registration of one, one-semester course per term for each of the three academic terms per year (i.e. a total of 3 courses/credits per year), but this is not always possible due to a variety of reasons. Since the degree-completion requires twenty four (24) credits, in theory the student should complete the program in the 8-year time-frame.

Table 2 Applications and Acceptances

Academic Year	Total Applications	Accepted
Fall 2008-Spring 2009	46	15
Fall 2009- Spring 2010	46	13
Fall 2010 – Spring 2011	46	11

The retention rate of the HIM program has varied over the years but essentially ranged from 70-90% after 1 year in the program (Table 3). Similarly the 2 year retention rate for the HIM program (Table 4) for the last three academic years was a steady 75%. In the most recent academic year of 2010-2011 the 3 year retention rate was also 75% (Table 5). Of note are the variations and this is often reflective of the part-time nature of the program where students are sometimes unable to complete a course during an academic year due to a variety of reasons including work related issues or the availability of a particular course in the term of their choice.

Table 3 Percentage of students retained in any year level at Ryerson after one year of study

Reported for part-time programs Retained in:	2007/08	2008/09	2009/10	2010/11
Ryerson	79.1%	75.0%	77.0%	76.6%
Health Information Mgt (PT)	68.8%	75.0%	66.7%	90.9%
Health Services Mgt (PT)	69.2%	77.8%	94.4%	84.0%

Table 4 Percentage of students retained in any year level at Ryerson after two years of study

Reported for part-time programs Retained in:	2007/08	2008/09	2009/10	2010/11
Ryerson	63.6%	68.0%	62.7%	66.9%
Health Information Mgt (PT)	41.7%	75.0%	75.0%	75.0%
Health Services Mgt (PT)	77.8%	61.5%	66.7%	77.8%

Table 5 Percentage of students retained in any year level at Ryerson after three years of study

Reported for part-time programs Retained in:	2007/08	2008/09	2009/10	2010/11
Ryerson	47.7%	52.7%	54.3%	51.4%
Health Information Mgt (PT)	47.1%	25.0%	43.8%	75.0%
Health Services Mgt (PT)	56.0%	50.0%	41.7%	37.5%

The HIM program's initial entering class in 2003 of 39 students graduated their first students in 2007 and currently a total of 25 students have now graduated from the program.

### **23. RESOURCES**

HIM consists of one Director (also the only Tenured faculty), one Limited Term appointed Faculty and one Administrative Assistant (note – as of 2012 there are 3 full-time faculty). The support staff splits responsibilities between the HSM stream and HIM stream. There was a 2 year contract Program Manager position from 2008-2010 and a contract Research Assistant position from 2009-2011. Due to resource constraints neither contract was renewed. There are currently six CUPE instructors involved with the Health Information Management Program. Due to the relatively small class sizes (less than 50), the program does not typically employ Teaching Assistants or Graduate Assistants. Office space includes 3 office spaces for the Director, the LTF and the Administrative Assistant and a shared office space for CUPE instructors.

### **24. STRENGTHS, WEAKNESSES AND OPPORTUNITIES**

As part of the periodic program review, a SWOT analysis was undertaken and input was collected from instructors as well as students and the administrative staff. It should be noted this analysis is ongoing.

Some of the *strengths* of the program include:

- the variety of delivery options (traditional, modular, and online)
- HIM instructors are current and most continue to work in the healthcare management field
- the flexibility and structure of the degree-completion model which builds on previous education and provides students an opportunity to receive credit for their college level work and apply that education towards a baccalaureate degree
- when the full-time University of Ontario Institute of Technology program closes, there will be an increased interest in the HIM part-time degree completion model – HIM has already received some communication for students concerned about the closure of that program and looking to complete their studies at Ryerson

*Challenges* include:

- lower than expected student enrolment numbers
- a much higher application rate than enrolment, however, many students who apply do not meet the academic requirements for entry into the program
- awareness of the program still appears to be lagging and this may also be affecting the quality and quantity of eligible applicants
- some concern from some students that the demands of the practicum are too high

*Opportunities* for improvement:

- students have opportunities to study in traditional format and also modular weekend and web-based formats; however, there is a need increase the number of sections and to continue to develop both modular content and web-based content to meet the increasing needs of student from outside the greater Toronto Region
- students are integrated into classes which include the Health Services Management program, Certificate students and other Continuing Education students; an increase in demand as expected by recent industry reports will result in courses needing to be restructured to guarantee access to HIM program students
- for continued success there must be ongoing efforts to ensure the relevancy and timelessness of the curriculum as well as continued efforts at student recruitment and retention
- continued and imaginative methods of program awareness and presentation are necessary to ensure the program's future viability
- due to resource constraints student engagement initiatives such as a Speaker Series and Symposium were unsustainable at the time, however should be considered again in the future should more resources become available.

The vitality, relevance and success of the program are highly integrated into the strong practitioner orientation of the curriculum and the experience of the instructors. The value of an instructing faculty with current health services and health information experience cannot be understated. However, the

dependency on CUPE instructors also poses a challenge when it comes to curricular and strategic planning given CUPE instructors typically have full time jobs elsewhere and their loyalties and time constraints do not allow them the flexibility required for these program activities.

## **25. DEVELOPMENTAL PLAN**

Recent changes have impacted the HIM program. Of particular note to this program review is the recent move to the Ted Rogers School of Management from the Faculty of Community Services in 2011. The School of Health Services Management and the Health Information Management program have some plans considered to be imperative to short term and long term development.

### **Short Term:**

- School retreat for strategic planning
- Secure funding for faculty
- Secure funding for staff
- Provide a School “presence” in the Ted Rogers School of Management
- Formalize a budget

### **Long Term:**

- Increase awareness of program
- Increase student performance, retention and graduation rates
- Develop a Master’s option
- Develop a HIM Minor and a HIM Major for Bachelor of Commerce students
- Establish pathways to the School of Business Management MBA program
- Develop a 4-year, direct entry, BHA Degree in Health Informatics
- Develop new courses / new potential areas of focus. Based on the alumni survey and informal conversations with experts in the field further consideration should be given to the development of new courses particularly in (a) International Healthcare Systems, (b) Project Management in Healthcare, (c) Quality Improvement in Healthcare, and (d) Managing Complex Chronic Disease.
- Develop a Research Institute with a focus on Chronic Disease Management and Prevention

## **26. PEER REVIEW TEAM REPORT**

### **i. Outline of the Visit**

The Peer Review Team (PRT)<sup>8</sup> made its on-site visit to the School of Health Services Management occurred on January 15 and 16, 2014.

### **ii. General Assessment of the HIM Program**

The PRT unanimously concluded that the HIM program is of high quality. The HIM program is viewed very positively among faculty, students, professional associations, and prospective employers. The key strengths of the HIM program include:

- the relevancy of the curriculum
- flexibility of on-site and distance options
- quality of the on-site facilities (e.g., classroom and meeting space)
- passion that the students, faculty and Director show towards the program

Despite numerous positive aspects, the PRT indicated a number of concerns with the HIM program including:

- the low program enrollment
- the lack of role clarity for various aspects of the program
- the need for additional administrative and operational support
- possible excessive expectations of the practicum
- lack of broad program awareness in the health care community
- low health services management research capacity

In terms of course content, key steps that the School of Health Services Management should undertake to improve program quality include:

- (1) reducing the number of economics courses in the program
- (2) removing an introductory information technology course from the program
- (3) adding courses in health care statistics, process view of information systems, IT privacy and ethics, project management, data analytics/big data, and change management
- (4) moving a number of professionally related electives to liberal studies electives

Other steps that the School of Health Services Management can take to improve the quality of the HIM program include:

- (1) initiating a health care research seminar series to help increase research capacity
- (2) working with CHIMA to best operationalize the latest HIM program entry option
- (3) working with the Association of University Programs in Health Administration (AUPHA) and CHIMA to identify and assess alternatives to the HIM practicum

The most pressing issues with the HIM program require working closely with the Dean of the Ted Rogers School of Management and focus on increasing HIM program enrollment and enhancing research capacity. Key steps include:

- (1) striking a committee to examine the workload and expectations of the HIM practicum
- (2) reinstating the position of HIM Program Manager, but with increased responsibilities
- (3) adding a tenure-track position with the goal of enhancing health services management research capacity
- (4) reinstating the part-time undergraduate research coordinator position
- (5) developing a five-year plan to significantly increase HIM program enrollment
- (6) initiating extensive HIM program marketing activities

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<sup>8</sup> Dr. Norman Archer, Professor Emeritus, DeGroote School of Business McMaster University, Dr. Todd Boyle, Associate Professor and Chair of Information Systems, Canada Research Chair in Quality Assurance in Community Pharmacy, Gerald Schwartz School of Business, St. Francis Xavier University and Karen Spalding Associate Professor and Program Director, Master of Nursing, Daphne Cockwell School of Nursing, Ryerson University.

### **iii. Assessment of Program Objectives**

The mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi- professional fields. The HIM program is unique as it is a degree completion program where the vast majority of students have previous community college education and currently works in the health care field while they are enrolled in the program. Students have the unique opportunity through this program to complete a Bachelor's degree while also taking courses that enhance their knowledge and skills in their specialized professional field – health informatics. Currently, this is the only degree program of its kind in Canada, thus meeting a crucial need for not only Ontario but all provinces, since the courses are offered on-line. Students are enrolled in the HIM program from Newfoundland to British Columbia.

The courses are taught by faculty with expertise in health services management and by instructors who are currently working in the field. The curriculum mapping demonstrates that the courses offer sufficient breadth and depth of knowledge expected at an undergraduate level. The courses are sequenced to ensure that students have an opportunity to learn about the health care system at an introductory level (i.e., 300 level courses). These concepts are then reinforced in specialized courses occurring during the second year (i.e., 400 level courses). Lastly, students demonstrate proficiency in program goals through completion of a capstone research project. This project requires the application of a broad range of knowledge, critical thinking, and research skills to a specific health care management problem within an external organization. Students are required to submit a written report, as well as formally present key findings to an audience that includes faculty, students, and health care organizations.

### **iv. Admission Requirements**

The PRT believes that the admission requirements are appropriate and enable students to be successful in the program. However, since the two year undergraduate entry option (effective January 2014) allows for students to enter the HIM program without first completing courses from an accredited CHIMA institution, CHIMA provided some concerns regarding this newest program entry option.

Historically, the CCHIM (Canadian College of Health Information Management) has supported the Ryerson degree completion program due to the requirement that the students only gain entry after successfully completing an Accredited HIM diploma level program AND successfully challenging the national certification exam. Under the two year undergraduate entry option (effective January 2014) the Ryerson program graduates would not have CCHIM certification, would not have covered core HIM content, and may not be deemed suitable for many of the jobs that require this credential and core content.

This may have implications for Ryerson; offering a speciality degree in an area where employers may require certification and yet this is not the ultimate outcome of the program. Additionally, many job postings also require the applicant to be a CHIMA member in good standing and this too is not an option with this criteria. CCHIM is open to discussing new models Ryerson might be looking at undertaking and potential pilot Accreditation options. CCHIM would like to strengthen their affiliation as the Accrediting body with any and all options Ryerson considers for the HIM stream moving forward.

While the PRT views that such justification and expectations may be excessive and limit the flexibility of the School of Health Services Management to enhance the HIM program, it is important that there is some agreement between the two parties on this particular admission criterion. The need to maintain a positive relationship with CHIMA is critical given their importance in HIM program marketing and growth and the impact of CHIMA accreditation on student employment success.

*Recommendation 1: The current Director of the School of Health Services Management should meet with appropriate members of the Canadian Health Information Management Association to discuss how to best operationalize the new HIM program entry option which is effective January 2014.*

## **v. Curriculum and Teaching Assessment**

The PRT concluded that, for the most part, the degree requirements (e.g., required and elective courses), level expectations and learning outcomes are appropriate for an undergraduate degree in health information management. The online courses appear to be well developed, at an appropriate level, and have clearly communicated expectations. Students liked the option of completing courses either in-class or online, felt that the courses were well designed, and believed that the instructors did an excellent job of delivering the courses.

A review of the professionally required courses indicates that they are appropriate and of sufficient depth and breadth for HIM professionals. The PRT also reviewed the list of professionally related required courses. Among this list, the PRT believes that there is currently too great an emphasis on economics. The PRT believes that three economic courses should be streamlined to free up space in this group for new courses.

*Recommendation 2: The School of Health Services Management should remove ECN 104 and ECN 204 from the list of professionally related required courses in the HIM program and replace them with a single introductory course in economics. This new course would be the prerequisite for HIM 404 Health Economics.*

The removal of an economics course would allow space in the HIM program for a new course in health care statistics. Discussions with HIM students and alumni indicated that there is demand for such a course, which is currently absent from the HIM program curriculum.

*Recommendation 3: The School of Health Services Management should introduce a new course in health care statistics and include it in the list of professionally related required courses.*

A total of four professionally related electives provide an opportunity for students to build a broad background in health care management. However, among the courses listed in this category, it is the view of the PRT that INT 901 (Gerontology: Critical Issues and Future Trends), 904 (Health Promotion and Community Development), 907 (Team Work for Community Services), 908 (Homelessness in Canadian Society), and 910 (First Nations Issues) belong in the Liberal Studies Electives category.

*Recommendation 4: The School of Health Services Management should move INT 901, 904, 907, 908, and 910 to the Liberal Studies Electives category to free up options for new professionally related electives.*

It is recommended that one of the introductory courses in information systems, specifically ITM 102 (Business Information Systems I) be removed from the list of professionally related electives. It is expected that the majority of students have already received the equivalent content as part of their previous college education or based on their industry experience. As a result, this course reintroduced as part of the Ryerson University HIM program may be offered at too low a level to be of much value to students.

*Recommendation 5: The School of Health Services Management should remove ITM 102 from the list of HIM professionally related electives courses.*

A review of the current ITM course listing highlights a number of ITM courses that should be made available for students in the HIM program. The current ITM courses in the HIM program are very functionality oriented and do not adequately convey the process view of modern information systems. In addition, courses in information ethics and privacy are also missing, both of which are critical issues in an age of e-health.

*Recommendation 6: The School of Health Services Management should add to the list of HIM professionally related electives courses focused on the process view of information systems and IT privacy and ethics. Such courses may include ITM 407 (Info Tech, Ethics, and Society), ITM 410 (Business Process Design), and ITM 602 (Configuring and Implementing ERP Apps) among others.*

Based on interviews with CHIMA and Program Advisory Council members, there are a number of courses that are relevant and desirable for HIM professionals but seem to be missing or not extensively addressed in the current curriculum.

*Recommendation 7: The School of Health Services Management should add courses in project management, data analytics/big data, and change management to the list of professionally related electives in the HIM program.*

The practicum, delivered through HIM 406 (Practicum Seminar) and HIM 407 (Practicum), allows students to apply key concepts and skills obtained in the HIM program to a real health care setting. Student input on the practicum indicates that it is a very heavy load, well over the 6 hours allocated to these courses and particularly the 3 hours allocated to HIM 407. Based on the student interviews and discussions of the nature and scope of their practicum projects, the PRT has concerns that the current workload and expectations may be too high for a Bachelor's degree. The PRT also notes, however, that students may not be in the best position to assess issues surrounding program workload and expectations.

*Recommendation 8: The Ted Rogers School of Management should strike a committee to examine the workload and expectations of the practicum in the Health Information Management program. The committee will contain members from Ryerson University undergraduate programs that have a similar requirement (e.g., practicum, major project, undergraduate thesis). This committee will: (1) assess if the practicum workload and expectations match similar requirements in other Ryerson University undergraduate degree programs; and (2) provide metrics to enable HIM faculty and students to assess when the practicum requirements may be beyond normal expectations.*

Discussions with HIM faculty indicate that a significant amount of work is required to prepare (e.g. ethics review) and supervise students involved in the practicum. The preparation and supervision activities appear to be spread out over a number of HIM faculty members. Based on discussions with HIM faculty, it appears that various activities related to the practicum are taking them away from more critical activities (e.g., research, broader university service) needed for tenure and promotion through the ranks. The PRT concludes that many of the operational aspects of the practicum are being completed by faculty on a volunteer basis and the PRT believes that relying on such goodwill is a short-term and unstable approach for practicum delivery. In addition, the PRT believes that this approach may have negative long-term consequences on the careers of junior faculty.

*Recommendation 9: The Ted Rogers School of Management should reinstate the position of Program Manager in the School of Health Services Management, but with a higher level of expectations. Among other things, this individual will be the primary point of contact for students while undertaking the practicum exercise. It is further recommended that: (1) the ad-hoc or goodwill activities related to the operation and management of the practicum be transferred to the Program Manager, with the goal of freeing up time for HIM faculty to focus on their broader university commitments (e.g., research, recognized university service); and (2) the Director activities related to the operational aspects of the practicum (e.g., assessing host work environment, dealing with host-student issues, practicum grading) be delegated to the Program Manager, in order to enable the Director to focus more time on HIM program growth.*

It is also the view of the PRT that the practicum may be a significant bottleneck in student progress through the HIM program and overall program growth. Given the type of students served by the program (e.g., working professionals from across Canada), the PRT believes that students should be provided with alternatives to the practicum to help increase program flexibility. Such options may include, for example, a combination of a smaller project, detailed case study, and job shadowing of a HIM professional.

*Recommendation 10: The School of Health Services Management should undertake discussions with the Ted Rogers School of Management, Association of University Programs in Health Administration (AUPHA), and the Canadian Health Information Management Association (CHIMA) to identify and assess alternatives to the HIM practicum, with the goal of providing students with more flexible options to completing the HIM program.*

vi. Quality Indicators and Required Resources

Students that were interviewed commented that academic services were adequate on-site but did suggest that for students commuting and/or from other provinces improvements in on-line support would be helpful. Faculty also commented that when delivering on-line courses, there are times when electronic interfaces were not working and they often had to troubleshoot any related technology or software issues on their own.

*Recommendation 11: The Ted Rogers School of Management should appoint a resource person to serve as the key point of contact for addressing, on the faculty's behalf, technology issues related to online course development, online course delivery, and student use of the course technology.*

Applications to the HIM program have remained relatively flat since program introduction in 2003. Over the past ten years, a total of 31 students have graduated from the HIM program. Given that students are only completing the equivalent of two years of full-time study (versus the more traditional four years) the graduation time is noted, but understandable as the program is targeted to working professionals employed full-time in the health care field. However, the low enrollment is of concern to the PRT, given that the program has been in existence for 10 years, the ideal physical location of the program (i.e., large number of health care providers in the local area), and the lack of direct competition (i.e., similar university programs) within the local area and across Canada. In addition, the overall interest and enrollment in the HIM program is low when compared to the other Bachelor of Health Administration program (i.e., Health Services Management) in the School of Health Services Management (i.e. 241 current students or approximately 72% of the students in this School

*Recommendation 12: The School of Health Services Management should work with the Dean of the Ted Rogers School of Management to develop a five-year plan to grow and sustain the HIM program to a similar size as that of the Health Services Management program.*

There is a lack of HIM program awareness in the health care area, with the program described as a “best kept secret” by one of the interviewees. It was noted in the interviews with stakeholders that this program is not well known outside of Ryerson University and its partner organizations utilized for student placements. While the HIM self-study document highlights the need for increased program awareness, the steps outlined appear to be more of a piecemeal approach, versus a formal, thorough, and well-developed communication/marketing strategy and plan.

*Recommendation 13: The School of Health Services Management should partner with an external marketing agency, Canadian Health Information Management Association, HIM Program Council, and HIM alumni to develop an aggressive marketing campaign to increase awareness of the HIM program, both within the Greater Toronto Area and across Canada.*

The vast majority of the courses in this program are taught by sessional faculty who are hired through the Chang School of Continuing Education on a course by course basis. The one positive outcome of this approach is that the sessional instructors, for the most part, have recent experience in the health care field that they can bring to the classroom. However, as per their hiring contracts, sessional instructors are not expected to publish or conduct research. As a result, the research-related activities of the faculty involved in the HIM program are very limited.

*Recommendation 14: The School of Health Services Management should hire a tenure-stream RFA position with a HIM specialty and a strong HIM or health services management research capability.*

It is important for HIM students to be involved in strengthening research capacity and in the dual roles of the receiver and disseminator of research results. Ongoing engagement in research is one of the key differentiators between community college and university education. To help solidify that the HIM degree is indeed a university program, versus a two-year continuation of a college program, it is important that students are exposed to health care research throughout the HIM program and beyond their own practicum or that of their classmates.

*Recommendation 15: The School of Health Services Management should initiate a health care research seminar series. Students would be required to attend in person or view online a number of these sessions throughout the HIM program.*

To help build research capacity it is also important that students be provided with the support needed to disseminate their work to the broader research community. From 2009 to 2011, a research assistant was hired on a part-time basis in the School of Health Services Management to help students disseminate through posters and publications the key outcomes from practicum-related activities. It is recommended that such a position be reinstated. However, given the low enrollment in the HIM program, a dedicated HIM resource for this task is not appropriate at this time. Instead, it is recommended that a formal part-time position (i.e., 0.5 FTE) be created at the Ted Rogers School of Management to help undergraduate students in the entire business school disseminate their work to the broader research community. This resource would: (1) actively encourage undergraduate students to publish their work (e.g., extensive marketing of the service); (2) serve as the key point of contact for students with questions regarding presenting or publishing their work; (3) assist students with selecting appropriate publication outlets or conferences; and (4) arrange for an internal (i.e. within Ryerson University) peer-review of the work prior to formal (i.e., external) conference or journal submission.

*Recommendation 16: The Ted Rogers School of Management should create a part-time undergraduate Research Coordinator position to facilitate the dissemination of undergraduate research.*

## **27. Program Response to the Peer Review Team Report**

The 2014 HIM Peer Review Team Report concluded that the program is “high quality”, enabling health care information management workers to complete their degrees part time. The most significant concerns expressed were: (1) the lack of a RFA tenure track member in the School of Health Services Management (SHSM) with research and teaching expertise in HIM, (2) the relatively small size of the program, (3) the program’s sustainability in terms of faculty load, (4) the limited research output of the SHSM faculty, and (5) various curriculum course redundancies and opportunities.

These assessments gave rise to 16 recommendations, not necessarily ranked in terms of substantive importance. Not all of these are in the SHSM’s, or in some cases, Ted Rogers School of Management’s (TRSM) mandate to initiate. The SHSM agrees with most of the recommendations made, and is ready, if feasible to take on the ambitious change agenda proposed.

It is the view of the SHSM that the most important recommendations are to: (1) hire an RFA with HIM research and teaching expertise, and (2) reinstate the “Program Manager” position. Both hires would contribute to distributing faculty work load, releasing time for more research activity. This would also supply capacity for more active program promotion and to help handle the administrative and academic demands of the larger cohort thus produced. The hires would also be used to sustain and build relations with key stakeholders, including alumni and the Canadian Health Information Management Association (CHIMA).

The workload concern was linked to the high demands the final practicum seminar/project/paper requirement places on faculty and students. While the SHSM hopes to preserve this important program element, and retain our capability to deliver it, it is understood that it may have to be streamlined if enrollment grows.

The most important curriculum suggestions were: (1) to reduce the Introductory Economics requirement by one course, and (2) add a required applied “statistics for healthcare management” course. With two or three exceptions, the other curriculum proposals were agreed to by the SHSM.

In sum, the HIM Peer Review Team Report supplies a useful map for the SHSM HIM program. In its present state, the program is sustainable, though finding time to commit to research is challenging. The SHSM welcomes the prospect of a larger and more vital HIM program; however the School would have difficulty sustaining quality without the commitment of Ryerson University investments in a HIM RFA faculty member and a Project Manager.

## Recommendations and responses:

The Peer Review Team's Report is thorough and thoughtful, offering 16 specific, and therefore useful, recommendations that can contribute to the program's improvement. In general the SHSM agrees with the Review Team's assessments and suggested directions. While some suggestions cannot be implemented by SHSM, most can be initiated by the School, then TRSM and University support will be required to see them through.

### *Response to Recommendation 1:*

i. SHSM will meet with CHIMA officials to work towards creating admission standards, and/or in-program requirements that meet CHIMA expectations, while providing non-Accredited yet HIM-skilled candidates fair access to the program. CHIMA has supported the HIM program as complementary to its own. However, it is clear that qualified graduates of information systems and/or computer science programs, who do IT work in healthcare should be eligible to apply for the program. CHIMA conducts assessments of experienced practitioners holding degrees to determine eligibility to sit for the Association's National Certification Exam<sup>9</sup>. It may be possible to create a comparable approach for HIM students.

### *Response to Recommendation 2:*

HIM will request the Department of Economics to create a single introductory micro/macro course. In the interim, ECN 204 will be removed as a Professionally Related required course. Two economics courses in a short program are more than necessary. Introductory microeconomics principles are the most relevant for healthcare economics.

### *Response to Recommendation 3:*

HIM intends to design and introduce an applied course, "Introduction to Healthcare Statistics", that introduces sampling and probability principles and applies fundamental statistical analyses in healthcare contexts. It should develop skills in Excel and a statistical package (e.g. R or SPSS). This course will be added as a Professionally Related required course.

### *Response to Recommendation 4:*

The SHSM cannot deem courses from other programs as Liberal Studies electives; it is the responsibility of the courses' home Department/Faculty of Record to do this. Further, this recommendation detracts from the spirit of the intent of Liberal Studies electives. The Ryerson BHA is a university degree so intellectual breadth is necessary. The courses, with the possible exceptions of First Nations Issues and Homelessness in Canada, are more appropriately placed as Professionally Related Electives. Most HIM students are graduates of applied college programs so it is necessary to ensure that they also undertake Liberal Studies as part of their education. Finally, the Professionally Related elective list is not finite, so there is no need to "open up" options on this table.

### *Response to Recommendation 5:*

The SHSM will remove ITM 102 from the Professionally Related electives list. It is a sensible idea. The students are expected to have IT background and experience. The CHIMA accreditation, one held by many students, includes familiarity with Information Management as a core competency. It would be redundant for students to take this course.

### *Response to Recommendations 6 & 7:*

The SHSM will consult with ITM curriculum experts to identify whether the ITM courses identified and/or others, are appropriate HIM Professionally Related electives for the Program. The SHSM will also consult with other Schools in TRSM and Ryerson Faculties to identify appropriate candidate courses for the Professionally Related elective list. Beyond Big Data, it may be appropriate to explore the

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<sup>9</sup> CHIMA (n.d.) Advanced standing Candidates, External Graduate Program. Avail <https://www.echima.ca/advanced-standing-candidates/external-graduate-program>.

possibility of adding a GIS course (e.g. Spatial Databases and Digital Cartography, CODG 101) to this list.

*Response to Recommendations 8 and 10:*

The SHSM will strike a committee, comprising faculty and students, to examine the expectations of the practicum. The committee will look at practices in other Schools that have comparable requirements. However, the intent is to preserve the core elements of the practicum because of the value-added noted by graduates. In order to reduce faculty load, SHSM will endeavour to engage sessional faculty to support practicum activities.

The Practicum and associated research project produce work comparable to that of professional Masters Degrees. Notably all students conduct applied studies involving data collection and analyses; vital skills as evidence-based management is promoted in the healthcare system. Since the projects are individually done, SHSM can be confident that students have demonstrated capabilities. (This is not feasible in the larger TRSM programs where numbers preclude individual assessments of this quality).

The Practicum is labour-intensive for students and faculty, but not easily scalable in its current format. Nonetheless the SHSM has developed processes, networks, etc. that are worth preserving. Should the SHSM be successful in developing a Master's program, this capability could be migrated to that level, and the current Practicum requirements may adjusted to "normal" undergraduate expectations.

*Response to Recommendation 9:*

The SHSM will request the reinstatement of a Program Manager to support Faculty Department Assistant activities, including program promotion and stakeholder relation management (including practicum logistics, alumni relations, program development, etc.) SHSM has three full time faculty, including a Director, and one DA for about 300 part time students in the HIM and a sister Bachelor of Health Administration program in Health Services Management. More than half of the curriculum is delivered by sessional instructors through CE. Substantial expansion of the program and its activities is not feasible without more administrative support. It should be noted that this Program manager would contribute half of their time to the HIM program and the other half to HSM.

*Response to Recommendation 11:*

The SHSM will discuss the appointment of a resource person to support student use of online course delivery with Ryerson's Chang School of Continuing Education, which is responsible for the School's online offerings.

*Response to Recommendations 12 and 13:*

The SHSM will develop and execute a program promotion plan, with the assistance of the proposed Program Manager, mentioned in relation to Recommendation 9. The plan should incorporate closer cooperation with CHIMA as suggested.

*Response to Recommendation 14:*

The SHSM will reconfirm the need for an RFA hire with HIM expertise and research capacity. It is remarkable that SHSM has been offering a HIM program since 2003 without a permanent HIM faculty member; relying mostly on sessional instructors (Professionally and/or academically qualified) for the core HIM courses. Such in-house expertise would contribute to the legitimacy of the program and its offerings. Two years ago an LTF was appointed to build the HIM certificate and contribute to the program; however this position was not renewed in 2013-14.

*Response to Recommendation 15:*

The SHSM will, with the assistance of the proposed Program Manager, introduce a research seminar series. This is a good way to develop research capacity and understanding through broadly engaging faculty and students.

*Response to Recommendation 16:*

Creating a part-time undergraduate Research coordinator to facilitate the dissemination of undergraduate research is an interesting idea that the SHSM supports. The SHSM will confer with other Schools that have similar capstone projects that may be candidates for publication, and work towards building a case for such a position in TRSM.

**28. Dean's Response**

The Dean wrote that the School of Health Information Management (HIM) had received and reflected upon the collegial suggestions provided in the Program Review Team (PRT) Report and stated that the recommendations were thoughtful and generally quite helpful for bolstering the program.

The Dean focussed his response on resourcing and the plans for the future of Health Information Management, as those areas provided a convenient frame to analyze the core issues. On the issue of resourcing, the program response to the PRT report was to reconfirm the need for an RFA hire, with HIM expertise and research capacity. The Dean allocated a tenure-track position to HIM early-on in his tenure as Dean. The Dean sees the potential of the program and the high quality of the industry partnerships and student practicums as features to be proud of and build upon. The addition of the faculty member in 2014-2015 will enable more intensive research and ease the pressure on CUPE teaching.

The Dean stated that TRSM must assess whether the Chang School is best suited to delivering this program or if this should be handled within TRSM. The Dean's assessment is that having a strong Health Information Management program strategically positions TRSM, and would be strongly in favour of moving to a self-administered and taught program. TRSM, however, is operating in a time of fiscal constraint, so while reinstating a program manager would also be a legitimate aspiration, both the amount of work of said individual, and the fiscal environment would need to change in order to action this recommendation and response. On the up-side, TRSM is exploring a Master's degree in HIM, and if this came to fruition, a project manager would be an inevitable requirement of growth.

The Dean stated that the potential for a differentiated Master's program in HIM has the potential to reshape the School and the prominence of HIM within TRSM. As the reviewers and response indicate, the practicum in the current undergraduate program is on par with professional Masters requirements. This is likely due to strong leadership in building intensive partnerships and a willingness of key faculty to take on an intensive workload in supervising undergraduate students. While these characteristics that differentiate the program in the marketplace are laudable, they are likely not sustainable. Enrollment numbers must be openly questioned and ways sought out to streamline the practicum to make the degree program more attractive to prospective candidates. More targeted marketing of the program would likely yield increased enrollments and help build the case for a Master's program. A Master's program with the current practicum requirements would not only better align with Master's level expectations, it would also likely be well received in the market. The development of a Master's program would allow HIM to streamline the practicum requirements at the undergraduate level to a far more manageable (and sustainable) level.

The Dean wholeheartedly endorsed the notion of becoming closer partners with the Canadian Health Information Management Association (CHIMA). The area of health informatics is a niche that Ryerson (and HIM) could exploit and it has strong institutional (university) capacity and commitment. Further, by aligning the HIM program with the Association's National Certification Exam, Ryerson may become even more well-known to an important industry body (and thereby have highly capable students channeled towards the University's programs).

In summary, the Dean was supportive of the response to the PPR subject to fiscal constraints, increased student enrollments, offering the program through TRSM, graduate level aspirations and a deepened relationship with CHIMA.

## **29. ASC EVALUATION**

The Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Health Administration in Health Information Management indicated that, overall, the review was well-done and provided an informative evaluation of the program. The ASC indicated the following recommendations to be addressed in a follow-up report:

1. Provide a more in-depth analysis of the curriculum mapping of courses to program learning outcomes to include all learning outcomes. Consider gaps, overlaps and redundancies and how they will be addressed.
2. Provide an update on discussions with with Canadian Health Information Management Association (CHIMA) officials to work towards creating admission standards, and/or in-program requirements that meet CHIMA expectations, while providing non-Accredited yet HIM-skilled candidates fair access to the program.
3. Provide an update on advances made in developing/implementing the recommendations made by the Dean and the Peer Review Team as well as initiatives contained in the HIM developmental plan.

## **30. FOLLOW-UP REPORT**

In keeping with usual practice, the follow-up report which addresses the recommendations stated in the ASC Evaluation Section is to be submitted to the Dean of the Ted Rogers School of Management and the Provost and Vice President Academic by the end of June, 2015.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends:

*That Senate approve the Periodic Program Review of the Bachelor of Health Administration in Health Information Management, School of Health Services Management*

## **B. CHANGES TO COURSE SEQUENCING, TITLES, DESCRIPTIONS, AND REQUISITES FOR THE BACHELOR OF SOCIAL WORK PROGRAM**

### **1. INTRODUCTION AND CURRICULUM**

The intent of the School of Social Work is to revise the way social work practice (knowledge through classroom-based learning) and field education (knowledge through practicum-based experiential learning) is offered. In doing so, the School proposes to:

- separate some co-requisites
- reposition some courses
- retire two courses and develop two new courses to replace them

The impetus for this change is three-fold: (1) it can better meet student learning needs as part of the sequencing of courses, (2) it can create more variety of opportunities for faculty workload, and (3) it aims to cut costs of curriculum delivery because it would allow some courses (SWP 31A/B) to grow in size.

CURRENT CURRICULUM		PROPOSED CURRICULUM	
Year 2	Year 3	Year 2	Year 3
SWP 302	SWP 31A*	SWP 302	SWP 402 *
SWP 402*	SWP 31B*	SWP 001* (new mandatory practice course)	SWP 002* (new mandatory practice course)
SWP 335	SWP 36A	SWP 335	SWP 36A
SWP 435	SWP 36B	SWP 435	SWP 36B
SWP 341	SWP 538	SWP 341	SWP 538
Liberal studies elective, 1	SWP 638	Liberal studies elective, 1	SWP 638
Liberal studies elective, 2	Professional elective, 1 (SWP or INT)	Liberal studies elective, 2	Professional elective, 1 (SWP or INT)
Professionally related elective, 1	Professional elective, 2 (SWP or INT)	Professionally related elective, 1	Professional elective, 2 (SWP or INT)
Professionally related elective, 2	Liberal studies elective, 1	Professionally related elective, 2	Liberal studies elective, 1
CMN 100	Liberal studies elective, 2	CMN 100	Liberal studies elective, 2

The courses\* where there would be significant changes to sequencing are SWP31A, SWP31B, and SWP402 and to course titles and descriptions SWP31A, and SWP31B in the current curriculum and SWP001, SWP002, SWP402 and to course titles and descriptions SWP001 and SWP002 in the proposed curriculum.

## 2. CURRENT CURRICULUM

- In the current curriculum, SWP 31A and SWP31B are tied as a two-semester course; the course is focused on knowledge specific to social work practice knowledge, skills and values, in the context of current practice issues and settings.
- It is offered as a co-requisite with SWP36A and SWP36B, also tied as a two semester course; this course is an experiential learning course whereby students are in a field placement setting in the community, with a Field Instructor (supervisor in the placement setting) and a Faculty Consultant (faculty person who oversees the placement learning).
- These four courses are all "tied" together in one package, and cannot be separated. This means that one faculty member must agree to teach all 4 courses, with one constant group of students.
- The original intent of these courses being offered as co-requisites (what has been described as a linked model) was that students doing both at same time would reinforce theory and practice as integrated learning.

The issues and concerns with the current curriculum are related to student learning, to faculty workload, and to financial considerations.

- Feedback from Field Instructors and Faculty Consultants revealed that many students need to be better prepared to enter the field placement setting in 3<sup>rd</sup> year; this suggests that there needs to be further preparation in the 2<sup>nd</sup> year of the curriculum.
- Students have indicated that they need a course to better prepare them for direct practice, and in particular, to better prepare them to be able to engage in SWP 341 where the curriculum revolves around a series of "simulations" where students engage in "practice" situations with actors.
- Students need more opportunities to develop communication skills from a social work perspective.
- The proposal of creating a new 2<sup>nd</sup> year course to better prepare students for practice and to address the issues above was not possible given resource issues. The Dean suggested that it would be better to find a way within the current allotment of social work courses to create space for this new curriculum.
- Currently, only a small number of students are given permission to pursue Spring/Summer field placements because courses are not technically offered in the Spring/Summer. For those students who complete their field placement in the Spring/Summer term (i.e., for students with Advanced

Standing status, who work full-time and require block placements. or for students going on international or out-of-province placements), they do not have access to the linked model of learning (i.e., SWP 31 and SWP 36 together). This then results in a different learning model for students, whereby the learning processes are significantly different, based solely on timing of courses. This raises concerns about consistency for students across the program.

- It is increasingly difficult to secure enough field placements for students in the Fall/Winter semesters. The ever-increasing enrolment in the School of Social Work and in other social work programs in the GTA, combined with funding cuts in the social service sector, has resulted in an increase demand for field placements while agencies have less capacity to meet those demands. There is less demand from other social work programs for students pursuing Spring/Summer placements.
- With recent curriculum revisions to the part-time program for students with Advanced Standing status (entry to third-year of program) and the new direct entry to second-year program, these cohorts of students will receive transfer credits for SWP 36A/B upon admission; thus, whole cohorts of students will no longer be doing 3<sup>rd</sup> year field placements. For these cohorts of students we now must offer SWP 31A/B without it being linked to SWP 36A/B. This again raises issues of consistency across the curriculum's learning process for students. Students who enter the program with Advanced Standing status in Year 3 do not have access to either of the social policy courses (SWP302 and SWP402).
- Students have limited access to full-time RFA faculty in this linked model.
- With SWP31A and SWP31B tied to SWP36A and SWP36B faculty who wish to teach practice or field education only can do so if they teach all four courses as part of their workload. As a result, those faculty have limited opportunities to teach in the graduate program or in other areas of the undergraduate program where they have expertise or to teach one course or another.
- The above-noted limitations regarding faculty teaching options sometimes results in the 3<sup>rd</sup> year practice and field courses being taught primarily by part-time instructors.
- SWP 36, because it involves field supervision, has to be kept small (approximately 24 students). Because it is currently tied to SWP 31, that means SWP 31 must be kept at the same size because this package of courses is taught by one faculty member to one group of students.
- The Dean has indicated that the School must find ways to deliver the curriculum at lower financial costs.

### **3. PROPOSED CURRICULUM**

In the proposed curriculum, the changes include the following:

- The practice (SWP 31) and field (SWP 36) courses are no longer offered as co-requisites, nor are these courses tied as a package of four courses; SWP36A and SWP36B becomes a stand-alone two semester course, as the field placement course in 3<sup>rd</sup> year.
- The original practice course (SWP31A/B) is now separated into two distinct one-semester courses. Thus, both SWP31A and SWP31B are retired, and SWP001 and SWP002 are created as new courses.
- One of these new one-semester courses (SWP001) is shifted from 3<sup>rd</sup> year of the curriculum to the 2<sup>nd</sup> year of the curriculum.
- To make room in 2<sup>nd</sup> year for the new one-semester practice course, a current policy course (SWP402) is shifted to the 3<sup>rd</sup> year of the curriculum.

The proposed new model addresses the issues and concerns with the current curriculum in several ways:

- There would be consistency for students across the curriculum, whether they complete their field placement credit (SWP36A and SWP36B) in the Fall/Winter or the Spring/Summer semesters.
- The new practice course in 2<sup>nd</sup> year (SWP001) would focus on areas of practice learning, in order to better prepare students for the Winter course in 2<sup>nd</sup> year (SWP 341), and for the first field placement setting in 3<sup>rd</sup> year (SWP36A/B).
- With the practice and field courses no longer tied/linked, the Spring/Summer field placement option could be offered to more students, which creates more opportunities for field placements for students overall; there is decreased competition with other schools for placements in Spring/Summer, and

decreased demand (due to lower numbers of students) for placements in Fall/Winter. Students can have a reduced course load in Fall/Winter (by doing Spring/Summer placement), which is important for some students with family and employment commitments, as well as a form of accommodation for students registered with the Access Centre. Additionally, more students may pursue out of province or out of country placements, which are only offered in Spring/Summer, knowing that this experience will not 'deprive' them of the linked learning in our current model which ties SWP31AB to the placement experience. These Spring/Summer placements, as SWP36AB, would be done between Year 3 and Year 4.

- Students who enter the program with Advanced Standing status in Year 3, will have access to one of the social policy courses (SWP402).
- Faculty would have more options in terms of teaching practice and/or field course, which allows them flexibility and availability to teach other courses in the graduate and undergraduate program.
- With the increased flexibility for teaching, more RFA faculty may be teaching in the practice and/or field courses, which can benefit students in terms of learning experience and access to faculty.
- The practice courses will be able to grow in size because they are no longer tied to the field courses.

#### **4. PROPOSED CHANGES IN COURSE TITLES, DESCRIPTIONS AND REQUISITES**

SWP 001: Preparing for Social Work Practice (replaces SWP31A)

(A new mandatory practice course for the 2nd year curriculum. Like all other SWP courses in 2<sup>nd</sup> year, this course would become a pre-requisite for all 3<sup>rd</sup> year courses in the curriculum.)

*This course is designed to enhance students' understanding of the interface between theory and practice, to promote the transferability of knowledge and skills. The primary focus of the course is the development of skills essential for a beginning social worker working within a decolonizing and anti-oppression framework. Skill areas include developing self-knowledge, communication, and engaging with supervisors, service users, families, and communities. In addition, the course provides preparation for, and orientation to, the field placement experience. It is a classroom-based course.*

SWP 002: Decolonizing and Anti-Oppression Practices (replaces SWP31B)

(A new mandatory practice course for the 3rd year curriculum. This course would become a co-requisite for SWP36A and SWP36B. It is a co-requisite simply to regulate sequencing to ensure that students take the course prior to or during placement.)

*This course is designed to increase the capacity of students to understand and apply decolonizing anti-oppressive principles and approaches to a range of different social work settings. Students will develop analytical and conceptual skills and will deepen their knowledge and understanding of power, colonization, and transformation, as these relate to working within marginalized populations. The integration and application of social work theory and knowledge to practice situations are emphasized. It is a classroom-based course.*

The current SWP36A and SWP36B do not change in terms of sequencing, but there will be a slight modification in the course description. As this course would no longer be tied/linked to the practice course, the course would change slightly by adding integrative seminars to be held on a pre-scheduled occasional basis during each semester, whereby students can gather with other students and their Faculty Consultant to discuss field placement learning and issues.

SWP 36A/B: Field Practicum

(The only change is the addition of integrated seminars.)

*This first field practicum provides opportunities for students to have direct contact with service-users. Emphasis in this beginning level experience is on understanding social work skills, values and ethics within the community, organizational and policy contexts of practice. Students attend placement two days a week for two semesters as well as scheduled integrative seminars. Alternate methods of completing this credit may be available to those with extensive prior experience or those undertaking an international placement.*

## SWP402: Social Policy and Social Inclusion

(The only change is that this course is no longer a pre-requisite for all 3<sup>rd</sup> year courses in the curriculum, as it would be offered in the 3<sup>rd</sup> year rather than the 2<sup>nd</sup> year of the curriculum.)

*Building on SWP 302, this course focuses on approaches and tools for social action and social change, moving students from a theoretical knowledge of social policies to a practical, action-oriented focus on making social claims visible and building program capacity. It examines issues of governance, funding structures, voices, exclusionary processes, and experiences with the social welfare system. The course explores strategies of collaboration and citizen engagement for social inclusion and social change.*

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends:

*That Senate approve the changes to course sequencing, titles, descriptions, and requisites for the Bachelor of Social Work program*

## **C. TED ROGERS SCHOOL OF MANAGEMENT CO-OPERATIVE EDUCATION PROPOSAL**

### **1. OVERVIEW**

TRSM is proposing to develop Co-op options for all full-time Bachelor of Commerce degree programs/majors offered by the School of Business Management, the School of Retail Management, the School of Accounting and Finance, and the School of Hospitality and Tourism Management.

- This proposal presents an opportunity to strategically position the within the greater Toronto area as a leader in Co-op business education that will significantly impact students' educational experience, and further prepare them for their respective careers.
- The proposal aligns with the proposed Academic Plan 2014-2019 Priority 1: Create student engagement and success through exceptional experiences.
- It builds on the success of the Co-op option in the Business Technology Management (BTM) program and takes into account students' desire for more career relevant work experience as well as employers' demand for students with this type of work experience. The BTM co-op program has been offered for more than 15 years – it directly benefits TRSM by attracting more, higher quality students, enhancing the brand and reputation, and by supporting Ryerson's priority for experiential learning.

### **2. STARTING DATES – A PHASED-IN APPROACH**

Pending university approvals the TRSM Co-op program will be announced in September 2014 to prospective students applying to university for fall 2015 acceptance. TRSM will continue to admit all students into the regular degree programs and to make admittance into the Co-op option an application process in second year. Due to the large numbers of programs/majors in TRSM, it is proposed that the various Co-op options would be phased in over three periods (Table 6).

Table 6: Proposed Schedule of Starting Dates for Students to Enter Work Placements

Phase I (Winter/Summer 2015)	Phase II (2016/2017)	Phase III (2017/2018)
<ul style="list-style-type: none"><li>• School of Accounting and Finance</li><li>• School of Hospitality and Tourism Management</li><li>• Real Estate Management Major*</li></ul>	<ul style="list-style-type: none"><li>• School of Retail Management</li><li>• Law and Business Major*</li><li>• Global Management Studies Major*</li><li>• Economics and Management Science Major*</li><li>• Human Resources Management Major*</li></ul>	<ul style="list-style-type: none"><li>• Marketing Management Major*</li><li>• Entrepreneurship Major*</li></ul>

\* Major in the Ted Rogers School of Business Management (TRSBM)

*Phase I* programs/majors have indicated an interest in launching the Co-op program immediately. For the School of Accounting and Finance this would capture the first cohort of the new school and establish an important competitive position. A similar situation exists with the new Real Estate major. Both programs have received strong support from their Advisory Councils. The School of Hospitality and Tourism Management (HTM) would offer students who will be in second year in fall 2014 the choice to apply for the Co-op option; in effect grandfathering the program to students who entered TRSM as the fall 2013 cohort. HTM's strong industry partnerships demonstrate the ability to move forward in the first phase.

*Phase II* will be programs/majors that will begin cultivating an awareness of the Co-op option to the first year students of 2014/15 in preparation for application starting in their second year. At the same time the Office of Co-operative Education will work with existing and new industry partners to develop work placements for 2016.

*Phase III* programs/majors may require additional lead time to develop the Co-op option. In the case of Entrepreneurship this relates to developing a funding model to provide paid placements where students would be working with start-up companies that on their own would not likely be able to fund the placement.

In all programs/majors the determination of when to start the program will depend upon both quality work placements and qualified students being in place. It is possible that a program may start earlier or later dependent upon either of these variables.

### **3. STUDENT INTAKE**

It is the intention to accept up to 10 students into each program as a first cohort to ensure for quality of work placements and student success. As industry interest is built, and each program becomes established, the student intake is expected to increase, provided there are the necessary resources to support the students.

The projections for student intake are based on a modest first cohort of 5 to 10 students, growing in the range of 10% to 16% of each program/major's annual student cohort. The 16% projection is based on the current BTM experience.

At steady state the second year Co-op cohort would be in the range of 205 students (10%) to 327 students (16%). With between 2 to 3 cohorts out in any year the total Co-op placements would be a minimum of 410 students (2 cohorts at 10%) to a maximum of 981 students (3 cohorts of 16%). Currently, the BTM Co-op program has approximately 150 students across 3 cohorts.

### **4. STUDENT BENEFITS**

Students who are successful in meeting the admission requirements and are admitted into their Co-op program can expect ongoing support from TRSM's Careers and Employer Partnerships (CEP) centre and Ryerson's Office of Co-operative Education as they progress through the alternating work and academic terms that knit together the foundation of their Co-op experience. As part of the requirements of completing their Bachelor of Commerce (Co-op option) degree program, students will have to successfully pass a minimum of three work terms. By completing these work terms students will:

- Apply ideas and skills learned in the classroom to real world situations
- Obtain a minimum of one year's work experience relevant to each individual program
- Develop soft skills (e.g. time management, interpersonal) and workplace etiquette necessary to succeed in their careers
- Gain confidence in their chosen field of study and better understand their career interests
- Acquire new skills and knowledge from industry that will enhance their academic studies
- Earn a salary to alleviate cost of living and tuition fees, potentially lowering their debt load
- Build professional relationships and develop a network of job search contacts
- Work towards professional designations specific to their careers
- Return to the classroom energized and invigorated by their work placements; enthusiastic to re-

- engage with their professors and peers and share the insights and knowledge imparted by their experiences
- Have a Co-op designation on their degree and academic transcript

The richness of the student experience has most recently been evidenced through the creation of the Ryerson University Co-operative Student Association (RUCSA). Formed under the initiative of a group of BTM co-op students, this association is dedicated to supporting co-op students and providing opportunities for further engagement with industry partners and alumni of the Co-op programs.

## **5. PROGRAM BENEFITS**

Co-op education will strengthen and add value to the programs/majors offered at the Ted Rogers School of Management. A review of the current co-operative education options offered across Ontario demonstrated the potential for TRSM to own a unique position in the GTA as evidenced from the limited offerings particularly across the full range of business specializations available at Ryerson.

- TRSM will attract high caliber students who are seeking a quality institution where they can pursue Co-op education in the GTA, bolstering TRSM's academic standing within Ontario's post-secondary landscape.
- Due to the limited number of students accepted into each Co-op program, it is expected that students will be motivated to compete for these offers, thus raising the level of engagement from students as well as inspiring academic excellence.
- Students will begin to make important connections between what they have learned in the classroom and how it relates to the business environment. As evidenced by the BTM Co-op experience, this synthesis will lead to a richer learning experience, one that will inspire students to become more engaged with their peers and professors, as well as take an active role in shaping their career paths.
- From a curriculum perspective, the addition of Co-op options will build upon the foundational learning outcomes expected of all TRSM students.

## **6. EMPLOYER BENEFITS**

In general, employers who recruit TRSM Co-op students will accrue the following benefits:

- Access to highly motivated, enthusiastic, skilled employees who have a passion to accelerate their learning and apply themselves in a professional work environment
- Ability to recruit full-time students throughout the academic year
- Strengthened industry relations with the Ted Rogers School of Management
- Ability to claim the Ontario Co-operative Education Tax Credit (CETC)
- Opportunity to hire graduates from TRSM who have gained work experience and training from their own organization
- Opportunity to give back to the community by positively impacting the career trajectories of TRSM Co-op students

## **7. LEARNING OUTCOMES**

Presently, all of the Schools within TRSM are developing learning outcomes in relation to the University Degree-Level Expectations (UDLEs). This process is being informed by the learning goals that have been created in compliance with the standards set by TRSM's accrediting body, the Association to Advance Collegiate Schools of Business (AACSB). For the purpose of establishing the co-op option, the learning goals, as outlined below, are taken from the AACSB quality control process<sup>10</sup>. While these learning goals provide the framework for establishing learning expectations and reporting guidelines for students and employers, it is not expected that all work placements will deliver on all seven goals. The learning goals are:

*1. Communication:* Graduates will be able to express ideas and information effectively and accurately using a range of media commonly used in business environments.

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<sup>10</sup> As an important part of accreditation with AACSB, it is a requirement to maintain a quality control process called Assurance of Learning (AoL). This process involves tracking and measuring several general and management specific learning goals that every TRSM student should be able to demonstrate with proficiency upon graduation.

2. *Ethical Understanding & Reasoning*: Graduates will be able to recognize and analyze ethical problems in order to choose and defend appropriate resolutions.
3. *Critical Thinking*: Graduates will be able to synthesize, analyze and interpret a range of information using qualitative and quantitative techniques, for the purposes of making sound and ethical business decisions.
4. *Group & Individual Dynamics*: Graduates will be able to effectively self-manage and perform effectively within heterogeneous teams.
5. *Integration of Business Functions*: Graduates will be able to integrate all business functions, practices and related theories in order to address business problems and advance strategic business decisions.
6. *Role of IT in Business*: Graduates will understand the role of communications and information technology (CIT) in business applications and decision making related to the advancement of strategic business goals.
7. *Financial Theories & Analysis*: Graduates will be able to apply basic accounting and financial concepts and forms of analysis to analyze and interpret business situations and decisions.

## **8. ROLES AND RESOURCES**

Building on the experience of existing Ryerson Co-operative programs, the success of Co-op programs at TRSM will depend upon the collaboration with Ryerson's Office of Co-operative Education, TRSM's CEP, Faculty Advisors for each program/major, and Ryerson's extensive network of industry partnerships. It is expected, given the scale of the number of programs being proposed that additional administrative support will be required in order to assist Faculty Advisors with the oversight of co-op students.

### **a) The Office of Co-operative Education**

The Office of Co-operative Education will provide support services and assistance to TRSM Co-op students by:

- Seeking and forming relationships with potential employers (job development)
- Advising students as they prepare for the job search and career planning process (resume and interview advising)
- Managing the Co-op employment process to help as many students find work as possible (posting jobs, sending applications to employers, arranging interviews, presenting job offers etc.)
- Monitoring students and employers during work terms (work site visits)
- Providing career advice
- Assisting in the development of Co-op programs at Ryerson
- Engaging in other activities in support of Co-op students, as required

### **b) Careers and Employer Partnership Centre (CEP)**

Where the Office of Co-operative Education will support Co-op students for each academic program/major and will be linked to each via the Co-op Faculty Advisor, a unique feature of TRSM is the faculty-specific Careers and Employer Partnership Centre (CEP). CEP provides a distinct advantage in bringing additional industry connections to the Co-op program. The Office of Co-operative Education will be the primary provider of support services to TRSM co-op students; however, CEP will assist the Office of Co-operative Education in maximizing industry relationships to the best advantage of the program and the students.

### **c) Faculty Advisors and Faculty Administrators**

The Co-op Faculty Advisors, with the assistance of a Co-op Faculty Administrator, will provide an integral link between the Office of Co-operative Education and the Ted Rogers School of Management. The typical duties of the Co-op Faculty Advisor include:

- Assisting in the recruitment of potential Co-op students
- Handling academic matters related to student work terms
- Reviewing and grading work term reports and employer evaluations for work term credit
- Assisting in referrals and the recruitment of potential Co-op employers/employment
- Acting as a resource to Co-op staff regarding the academic program
- Assist staff from the Office of Co-operative Education in resolving student issues

- Approving Co-op positions that have not been developed by the Office of Co-operative Education (student generated jobs)
- Maintaining and revising guidelines for work term reports and employer evaluations where necessary
- Where necessary, approving any student requests to alter work and academic term sequences
- In conjunction with the staff of the Office of Co-operative Education , addressing concerns about student work performance noted in any unsatisfactory employer evaluations and/or resolving issues that may arise during work terms

The typical duties of the Co-op Faculty Administrator would include:

- Coordinating information sessions to recruit potential Co-op students
- Assisting in reviewing and assessing applicants for admissibility to the Co-op option based on program guidelines
- Maintaining and updating records of student enrollment on work terms and reviewing the academic standing of Co-op students to maintain their participation in the Co-op option/program
- In conjunction with the staff of the Office of Co-operative Education , addressing concerns about student work performance noted in any unsatisfactory employer evaluations and/or resolving issues that may arise during work terms

## **9. ANTICIPATED RESOURCE COMMITMENTS WITHIN TRSM**

The experience of BTM has demonstrated that the model of a Faculty Advisor with partial administrative support and the partnership with the Office of Co-operative Education can successfully oversee a program's Co-op program. It is anticipated that as the program is rolled out across other TRSM programs/majors the need for further administrative support and coordination across programs dealing with shared corporate partners will require additional structure. It is proposed that the following resource commitments will be required:

- A Faculty Advisor for each Co-op program/major
- Co-op Faculty Administrator for the Faculty Advisors (proposed hire 2015)
- Provision for additional TRSM administrative support as required, likely situated in CEP, to act as the primary connector for the programs and industry, allowing Faculty Advisors to focus on the academic requirements (proposed hire 2015/2016)

These commitments are proposed for the start-up and will be reviewed as the programs grow.

## **10. CO-OPERATIVE EDUCATION FEES**

Ryerson students admitted to the Co-op option of their academic program pay an ancillary Co-op fee. Students currently pay a total of \$1875.00 in fees. The fees are paid in installments depending on the program of study. Co-op fees are assessed based on participation in the Co-op program not on a per work term basis. For consistency, it is proposed that all TRSM Co-op options follow the installment plan used by the Business Technology Management Co-op program.

## **11. ADMISSION REQUIREMENTS**

Students are considered for the Co-op option on the basis of academic achievement and non-academic requirements. Admission is selective, with the assessment of applicants taking the form of a competition based on academic performance, their suitability to represent the program, and potential to succeed in co-op work terms.

Students are required to have a minimum cumulative grade point average (CGPA), which will be determined by each School within TRSM. The proposed minimum CGPAs are:

- School of Business Management: 3.0
- School of Retail Management, School of Hospitality and Tourism Management: 2.8
- School of Accounting and Finance: 3.33

Students must successfully complete all required courses from the core curriculum of their respective programs at the time of applying to the Co-op option. As spaces in the Co-op option are limited, students are expected to present grades above the minimum requirement. It should be noted that over time, the

minimum CGPA may be adjusted appropriately to reflect the academic qualifications of TRSM's expanding student body.

In addition to meeting the academic requirements above, students will be required to provide or complete non-academic criteria as part of the admissions process. Prospective Co-op students from all programs/majors will need to submit a resume as well as undergo an interview in order to be considered for admission to the Co-op option. Supplementary documents, such as a letter of intent or short essay, may also be required at the discretion of each individual program/major.

## **12. TYPES OF WORK OPPORTUNITIES**

Work opportunities for Co-op students at TRSM will vary by program specialization. Each program/major has developed (i) a list of job positions that prospective Co-op students could apply for in their respective fields of work, and (ii) a list of organizations that have expressed an interest in hiring students for Co-op work placements.

## **13. STUDENT ARRANGEMENTS OF WORK TERM EMPLOYMENT**

As the Co-op programs expand, it is possible that there may be work terms when the number of students exceeds the number of job placements that are available through the Office of Co-operative Education. Alternatively, students may already have in mind a potential employer that aligns with their career interests. In either situation, the student may take the initiative and find a position that will be suitable for their work placement. In these instances, the position must be approved by the Office of Co-operative Education and the Faculty Advisor in order to qualify as one of the student's Co-op terms. The position must be relevant to the student's field of study and provide the student an opportunity to apply skills and knowledge, specific to their program, in the workplace. Students must also complete and submit a Job Eligibility Form before commencing their work term. If a student must complete a work term that does not follow the recommended sequence for their program, they accept full responsibility that they may not be able to take the next logical group of courses due to unavailability of these courses in their next academic term.

## **14. STUDENT COMPENSATION**

It is expected that students will be provided remuneration in the form of an equitable wage. Students can expect to be paid in accordance to several factors, including but not limited to: previous work experience, relevant skills and abilities, credentials earned, nature of job position, and economic climate. Regardless of initial starting wage, the Co-op work experience is in itself a valuable asset, and is likely to favourably increase earning potential once students have graduated from their program.

## **15. WORK TERMS DURATION AND DEFINITION**

In accordance with the Canadian Association for Co-operative Education (CAFCE), students are required to complete the number of work terms equivalent to 30% of their academic study. Typically, the Bachelor of Commerce degree program can be completed in four years or eight academic terms; therefore, students are expected to complete a minimum of three work terms. All programs/majors have scheduled 4 or 5 work terms in order to ensure that students meet this minimum requirement, as well as to provide opportunities for additional work terms.

Each work term must consist of at least 12 consecutive 35-40 hour weeks. The typical work term is 16 weeks. Under certain circumstances, students may complete consecutive work terms provided they have approval from the Office of Co-operative Education and their Faculty Advisor. Depending on each individual Co-op student's program, it may be more beneficial for some students to complete an eight or twelve month work placement, particularly if the placement is more likely to secure future employment. For other students, having the opportunity to complete a minimum of three different work placements will provide a variety of experiences and assist the student in narrowing their career interests while further developing their professional skill set.

## **16. SCHEDULING OF CO-OP WORK TERMS**

Scheduling the first work term will depend on the work term sequence decided on by each program/major to meet the unique needs of their sector or functionality. Since students will not apply for the Co-op program until the beginning of second year, the earliest a work term can be scheduled is the spring/summer semester following second year.

There are several factors that may influence a student's schedule and timeline to degree completion, including: number of required and/or optional work terms, successfully passing required work terms, availability of work placements, and course availability. Students must also maintain the minimum CGPA that was required of them at the time of their admission to the Co-op option.

## **17. EXITING THE CO-OP PROGRAM**

The co-op program is optional; therefore, a student may choose for personal reasons to exit co-op and return to the regular (non-co-op) program. However, in the unlikely event that a student's academic or work term performance is not meeting the minimum co-op program requirements (e.g. fails more than one co-op work term; CGPA falls below the minimum requirement for admission to the Co-op option), they may also be required to return to the regular program. In accordance with Ryerson University policy, the student will transition back into the regular program with minimum disruption; however, course availability will depend on the semester that the student chooses to re-enter the regular program.

A student who withdraws, or is required to withdraw from the Co-op Option may not be eligible for re-entry to the Co-op program at a later date. Students returning to the regular program may also be required to pay all or a portion of the co-op fee as deemed appropriate by the Office of Co-operative Education and the Registrar's Office.

## **18. INTERIM UPDATES: WORKSITE VISITS**

Students are monitored at the workplace by regular visits from the staff at the Office of Co-operative Education. Typically these visits are conducted in-person around the midpoint of the work placement and include a discussion with the co-op student and his/her supervisor/manager and/or person who work most directly with the student on a day-to-day basis. In the event that an in-person visit cannot be arranged, a phone or video conference may be conducted. A Site Visit Report is written after each worksite visit.

## **19. WORK TERM CO-OP REPORTS**

Students are required to complete work term reports as part of their evaluation. The purpose of the work term report is to provide students with the opportunity to reflect on their experience and to describe how knowledge learned in the classroom can be applied to the work environment. Students also describe how the experience impacted them and prepared them for their next academic term. Work term reports are submitted at regular intervals during or following a student's work term. In general, the guidelines are:

- For a four-month work term, students must submit 1 report within a month of completing the work term
- For an eight-month work term, students must submit 1 report within a month of completing the end of the work term
- For a twelve-month work term, students must submit 2 reports - 1 report submitted after completing four months of employment, and the 2nd report submitted after completing the twelfth month of employment
- For a sixteen-month work term, students must submit 2 reports - 1 report submitted after completing eight months of employment, and the 2nd report submitted after completing the sixteenth month of employment

Work term reports are graded on a pass/fail basis, and students must pass this assignment in order to progress in the program. The intention is to use the Business Technology Management Co-op Work Term Report as a template for other Co-op programs, although this may vary for each program/major.

## **20. EMPLOYER'S EVALUATION**

At the end of the work term, the employer evaluates the student's performance for initiative, communication skills, quality and timeliness of work and working relationships with others. The employer discusses the evaluation with the student, providing clarification and answering any questions. The student includes reflections from the employer's evaluation in the co-op report.

### **Recommendation**

Having satisfied itself of the merit of this proposal, ASC recommends:

*That Senate approve the Ted Rogers School of Management Co-operative Education Proposal*

Respectfully Submitted,



Chris Evans, Chair for the Committee

#### ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Chris Evans, Vice-Chair and Vice Provost Academic

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

Andrew Hunter, Faculty of Arts, Philosophy

Neil Tomlinson, Faculty of Arts, Politics

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

Colin Ripley, Faculty of Engineering and Architectural Science, Architecture

Vadim Bostan, Faculty of Science, Chemistry & Biology

Kelly McKay, Ted Rogers School of Management, Hospitality & Tourism

Naomi Eichenlaub, Library

Des Glynn, Chang School of Continuing Education