

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2017-2; November 2017

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

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

A. TRSM PROPOSAL TO CHANGE PROFESSIONAL COMMUNICATION CMN 279 REQUIREMENTS

1. Introduction

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

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

2. Rationale for Change of Professional Communication Requirements

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

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

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

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

Recommendation

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

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

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

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

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

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

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

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

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

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

Recommendation

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

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

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

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

1. Rationale

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

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

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

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

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

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

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

2. Implementation Timing

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

3. Proposed Admissions Criteria

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

Notes:

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

4. ASC Evaluation

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

Recommendation

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

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

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

1. Overview

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

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

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

2. Objectives of the Minor in Computer Science

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

3. Curriculum

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

Required courses (2):

CPS 109 Computer Science I
CPS 209 Computer Science II

Plus four (4) of the following:

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

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

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

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

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

4. Possible Streams

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

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

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

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

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

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

5. Statement of Consistency with Minors Policy

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

6. Description of Constraints

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

7. Delivery Plan

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

8. Resource Plan

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

Recommendation

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

E. SCHOOL OF INTERIOR DESIGN – CURRICULUM REVISIONS

The School of Interior Design curriculum was recently (April 2017) re-accredited for a term of six years, which makes this a timely opportunity to take stock of the curriculum and implement any changes. Several items were considered that were factored into the revised curriculum proposal.

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

Current Curriculum as of 2017 - 2018

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

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

Proposed Curriculum as of 2018 - 2019

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

Notes on Curriculum Changes

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

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

Phasing in-out of Curriculum

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

Recommendation

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

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

1. Introduction

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

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

2. Rationale and Objectives

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

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

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

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

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

3. Curriculum

REQUIRED COURSES

The following THREE courses are required:

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

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

ELECTIVE COURSES

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

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

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

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

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

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

4. Consistency with Minor policy

The proposed Minor is fully consistent with Policy 148.

5. Disciplinary Constraints

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

6. Delivery Plan

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

7. Resources

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

8. Course Accessibility

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

9. Governance Structure

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

10. ASC Evaluation

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

Recommendation

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

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

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

Katherine Penny, Director, Curriculum Quality Assurance

Anne Marie Singh, Faculty of Arts, Criminology

Anne-Marie Lee Loy, Faculty of Arts, English

James Nadler, Faculty of Communication & Design, Creative Industries

Wendy Freeman, Faculty of Communication & Design, Professional Communication

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

Annette Bailey, Faculty of Community Services, Nursing

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

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

Vadim Bostan, Faculty of Science, Chemistry & Biology

Jeffrey Fillingham, Faculty of Science, Chemistry & Biology

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

Donna Smith, Ted Rogers School of Management, Retail Management

Val Lem, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Amanda Grant, Student

Ashley Blumson, Student