

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2014-2; Nov 2014

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

- MINOR IN GLOBAL POLITICS AND DEVELOPMENT (Faculty of Arts)
- ARTS AND CONTEMPORARY STUDIES – OPTION IN ANTHROPOLOGY STUDIES (Faculty of Arts)
- MINOR IN PUBLIC RELATIONS (Faculty of Communication and Design)
- GRAPHIC COMMUNICATIONS MANAGEMENT – CURRICULUM MODIFICATIONS (Faculty of Communication and Design)
- COMPUTER SCIENCE – CURRICULUM REVISIONS (Faculty of Science)

A) MINOR IN GLOBAL POLITICS AND DEVELOPMENT

1. INTRODUCTION

With the increasing diversity of Canada's major urban centres, interest in global politics has also increased dramatically. Based on the success of Global Studies, Global Politics, and International Development programs at different Canadian universities, a Minor in this field at Ryerson will be very attractive to a number of students from different disciplines, especially given the diversity of its student body.

The Politics department's proposed Minor in Global Politics and Development will offer students the opportunity to take courses in a range of subjects from different disciplines that will foster critical understanding and awareness about international politics, inequality, and conflict, and to apply this knowledge to their own disciplines.

The Minor in Global Politics and Development critically examines conflict and power in the international system, and development issues in the global South, from different theoretical and methodological perspectives. The Minor bridges disciplines and critically reflects on the evolution and character of relations between governments, between governments and international institutions, and between governments and societies and social movements, as well as the benefits and consequences of globalization.

2. CURRICULUM

The Minor in Global Politics and Development provides students with broad understanding of global politics and development. The Minor has courses drawn from those currently available in the Politics and Governance, Economics, Geography, and Sociology programs. A new course in the Politics and Governance program, POG324: Global Political Economy, is included in the elective table. Students enrolled in the undergraduate programs of Politics and Governance, and Public Administration and Governance are excluded from the Minor in Global Politics and Development.

Students opting for a minor in Global Politics and Development must first complete the required course(s), before registering for the elective courses.

To receive the Minor, a student must complete **six courses** from the following:

Either

POL208* Conflict and Change in Global Studies (required) **plus** (5) five electives

or

POG100 People, Power, and Politics (required) **and** POG 225 Global Governance (required) **plus** (4) four electives

or

POL 540* Issues in Third World Politics (required) **and** POG323 The Politics of International Development (required) **plus** (4) four electives

Electives

POG240	Intro to Comparative Politics	GEO108*	Geography of the Global Village
POG324	Global Political Economy	GEO208*	Geography of the Global Economy
POG423	Nationalism and Identity	POL601*	Social Movements and Politics
POG424	Human Rights and Global Politics	POL607*	Politics of Technology & Globalization
POG426	Contemporary Global Conflicts	POL688*	Colonialism and Imperialism
POG431	Power, Hegemony, and Resistance	**SOC803	International Community Engagement
POG443	Global Cities	ECN220	Evolution of the Global Economy

* Liberal Studies elective

** SOC803 is available to students with the approval of the Sociology department.

3. LIST OF PREREQUISITES/ANTIREQUISITES

Course	Prerequisite/Antirequisite
Required	
POG100	No prerequisite
POG 225	POG 100 or POL 27B or (POL 101 and POL 102) Antirequisite POL208 and POG323
POG 323	POG 225 or POL 208 or POL 540;
POL 208	No prerequisite; antirequisite: POG 225 and POG323
POL 540	No prerequisite
Electives	
ECN220	No prerequisite
POG240	POG100
POG324	POG225 or POL208 or POL540
POG423	POG 225 or POL 208 or POL540
POG424	POG 225 or POG 315 or POL 208 or POL 540 or PPA 125
POG426	POG 225 or POL 208 or POL 540
POG431	POG 225 or POG235 or POL208
POG443	POG 225 or POG 240 or POL 208 or POL 540 or PPA 211
SOC803	No prerequisite; with the approval of the Sociology department
All Liberal Studies electives listed in the Minor's curriculum table have no prerequisites	

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Minor in Global Politics and Development*

B) ARTS AND CONTEMPORARY STUDIES – OPTION IN ANTHROPOLOGY STUDIES**1. INTRODUCTION**

As part of the recent Periodic Program Review, Arts and Contemporary Studies (ACS) highlighted new areas for development and growth based on information received through student surveys, comparator information, and faculty interest. The first area of development is in Anthropology.

Currently, students in ACS take eleven mandatory credits which are interdisciplinary courses that offer a sweeping perspective in history, cultural studies, philosophy, sociology, and literature of the important ideas that have shaped the world. Students can elect to follow an Option (12 credits) in a discipline-based area (English, History, French, or Philosophy) or complete an Interdisciplinary Option (current offerings include: Diversity and Equity, Invention and Inquiry, Global Studies, and Cultural Studies.) ACS's plan over the next few years is to align all disciplinary and cross/interdisciplinary Options. All Options would see an increase in required mandatory credits (from 12 credits to 13).

The new interdisciplinary option in Anthropology Studies will provide a 13 credit focus with a rigorous and structured offering of courses promising to take students from the introductory level to a more advanced level over the course of the 3 years (Options start in the second year of the program.) Anthropology is by nature an interdisciplinary area and is a welcomed and much needed addition to the ACS program as it bridges the Humanities and Social Sciences (with a Science perspective as well) in a unique way that is not currently offered at Ryerson.

In order to create a dynamic and interactive interdisciplinary option, ACS has already forged a partnership with the ROM to provide one class in the museum. Furthermore, ACS has also partnered with the Faculty of Science and has sought two courses developed by Biology for non-science students studying in Anthropology. Students would then have the opportunity to access MAs in Anthropology in notable universities after completing the Option.

2. RATIONALE

As demonstrated by findings in the Periodic Program Review, ACS has seen a decline in registration (both in numbers and in quality) since the Faculty of Arts launched new BAs in English, Philosophy, and History. With the anticipated arrival of the future BA degree in Language and Intercultural Relations, ACS has to reconsider some of its current offerings to students. Also, and in light of the program review, ACS recognises that some of its current Interdisciplinary Options and Discipline Based Options have been undersubscribed.

An interdisciplinary option in Anthropology Studies answers current student need and interest, is rigorous and complete (with more compulsory courses, an additional credit, and a selection of elected courses in different disciplinary areas), prepares the students for exciting professional and graduate school work, and allows for interactive, experiential and community-engaged learning.

The new ACS Anthropology Studies Option will allow students to complete 13 credits in this interdisciplinary area in order to compete with other curricula in similar areas and/or BAs in Anthropology from other universities.

The Anthropology Studies Option examines the study of anthropology in its attempts to understand the human experience, past and present, using holistic, comparative, and field based evolutionary perspectives and practices. Students will gain a strong base in anthropological history, theory and methods as well as acquire important skills allowing them to conduct research and analysis in the mode of an anthropologist, examining and interpreting the immediate world around them. Through a variety of hands-on approaches, students will carry out field work such as participant observation, field note transcription and ethnographic interviewing in order to produce important pieces of reflective writing.

These skills can be practiced in a variety of domains including professional, remote, historical, and, of course, in everyday situations. Students will learn to employ the necessary mindfulness and openness required in the study of anthropology as well as develop a keen attention to detail, hidden patterns, and unwitting dynamics.

3. CURRICULUM (Anthropology Studies Option courses are shaded)

YEAR 1	
Fall	Winter
ACS 100: Ideas that Shape the World I	ACS 200: Ideas that Shape the World II
ACS 103: Introduction to Humanities	SSH 205: Academic Writing and Research
SSH 105: Critical Thinking I	ACS 106 : Introduction to Language
One Table I (directed to Table I/II)	One Table I (directed to Table I/II)
One Table I or II	One Table II

YEAR 2	
Fall	Winter
ACS 300: Ideas that Shape the World III	ACS 400: Ideas that Shape the World IV
SSH 301: Research Design and Qualitative Methods	ACS 401: Introduction to Research and Statistics
One Table A	One Table A
ANT 100: Introduction to Anthropology	ANT 200: Anthropological Perspectives
One Table I (Group C)	One Table II

YEAR 3	
Fall	Winter
ACS 500: Ideas that Shape the World V	BIO 233 : Biological Anthropology II
BIO 133 : Biological Anthropology I	One Table B
LIR 400 : Ethnographic Practices	One Table I (Group C)
One Table A	One Table II
One Table II	One Table II

YEAR 4	
Fall	Winter
One Table B	One Table B
Table I (Group C)	Table I (Group C)
Table I (Group D)	Table I (Group D)
Table I (Group D)	ANT 900
One Table II	One Table II

4. ANTHROPOLOGY STUDIES OPTION COURSES

Anthropological Perspectives (4 courses)

- ANT 100 Introduction to Anthropology
- ANT 200 Anthropological Perspectives
- LIR 400 Ethnographic Practices
- ANT 900 Anthropology Capstone

Physical Anthropology (2 courses)

- BIO 133 Biological Anthropology I

BIO 233 Biological Anthropology II¹

TABLE 1 GROUP C: Historical and Archeological Perspectives (4 courses)

GEO xxx Geography of the Early Hominids	HST 533 Themes in Pre-Colonial African History
*HIS 275 Ancient Greece and Rome	HIS 559 Ancient Egypt
*HIS 277 Mediaeval Europe 400-1350	HIS 561 The Ottoman Empire
*HST 111 World Turned Upside Down: Europe 1350-1789	HIS 575 Rome: Republic and Empire
*HST 211 Century of Revolution: Europe 1789-1914	HIS 662 The Mughal Empire, 1526-1764
*HST 325 History of Science and Technology I	HST 701 Scientific Technology and Modern Society
*HST 425 History of Science and Technology II	HST 777 Medicine from Antiquity to 1500 CE
*HST 407 Canada from 1885: The Struggle for Identity	HST 786 Science and Technology in Islamic History
*HST 417 History of Technology to 1900	HST 788 Water Use in History
*HIS 461 The Near East 600 CE	HIS 903 Senior Seminar I: Cross-Field Study
HIS 501 Archaeology and Material Culture	NPF 559 Advanced Topics in Curatorial Practices
HIS 502 Life Stories: Oral History	NPF 571 Introduction to Museum and Gallery Studies

* A maximum of two (2) courses must be taken

TABLE 1 GROUP D: Social and Psychological Perspectives (3 courses)

ECN 340 The Economics of Human Behaviour	SOC 305 Sociology of Deviance
LIR 100 Global Models in Intercultural Relations	SOC 319 Sociological Perspectives on Crime
LIR 200 Critical Practices in Intercultural Communications	CRM 302 Criminological Theories
LIR 300 Intercultural Negotiations	CRM 400 Indigenous Governance/Justice
SEM 101 Sign, Sense and Meaning	PSY 102 Introduction to Psychology I
SEM 102 Introduction to Visual Semiotics	PSY 124 Social Psychology
SOC 104 Understanding Society	PSY 202 Introduction to Psychology II
SOC 107 Sociology of the Everyday	PSY 300 Psychology and Law
SOC 300 Sociology of Equity and Diversity	PSY 324 Biological Psychology
	PSY 434 Brain and Behaviour
	PSY 802 Death, Dying and Bereavement

Note that students registered in the Anthropology Studies Option cannot complete the Curatorial Minor.

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Arts and Contemporary Studies – Option in Anthropology Studies*

C) MINOR IN PUBLIC RELATIONS

1. INTRODUCTION AND RATIONALE

Developed by the Schools of Professional Communication and Journalism, a Public Relations Minor is a meaningful complement to numerous programs of study, by deepening students' critical awareness of how organizations make strategic decisions, communicate with their publics, and build strategic relationships. This Minor will also help students develop applied skills for professional practice. The Minor will be administered by the School of Professional Communication. The School of Journalism will be consulted with respect to any proposed curricular changes.

¹ One (possibly two) of these courses could be taught, by a staff member at the ROM.

The Canadian Public Relations Society defines public relations as "the strategic management of relationships between an organization and its diverse publics, through the use of communication, to achieve mutual understanding, realize organizational goals, and serve the public interest."²

The Public Relations Society of America notes that

[The field of] public relations serves a wide variety of institutions in society such as businesses, trade unions, government agencies, voluntary associations, foundations, hospitals, schools, colleges and religious institutions. To achieve their goals, these institutions must develop effective relationships with many different audiences or publics such as employees, members, customers, local communities, shareholders and other institutions, and with society at large.³

The rationale for this Minor is founded on the following:

i) Discipline significance. A Minor in Public Relations will introduce students to the theory, strategies, and practices of (1) building and maintaining an organization's image and reputation; (2) fostering relationships with both internal and external audiences to inform and persuade; and (3) using communication channels and modes for message creation and audience interaction. Organizational accountability is a key theme in our information society; it is often managed through the public relations function. Public relations itself includes not only audience analysis, message strategy, and message execution, but also an understanding of ethical practice. Consequently, students who complete the Minor in Public Relations will themselves have a deeper insight into contemporary organizational behavior, its influence on target audiences and the public, and their own position as organizational representatives (no matter what their job).

The popularity of public relations as a field of study is supported by the vast number of universities (and colleges) in Ontario, the United States, and internationally that offer degree or diploma programs.

ii) Strong potential student interest. Interactions with prospective and current ProCom students as well as Journalism students have demonstrated interest in public relations as a program feature. During Discover Ryerson events, for example, prospective students and their parents typically ask about studying public relations as part of ProCom's curriculum.

Approximately 40% of Journalism graduates are known to pursue professional work in public relations and communications, either immediately after graduation or later in their careers, and the School of Journalism does not currently offer any training in this field.

Furthermore, there is a clear fit with other programs of study. Marketing, Human Resources, Fashion Communication, Theatre Production, and Media Production are examples of degree programs that would correlate well with a Public Relations Minor, as students would see it as rounding out their inherent professional skills. Students in Ryerson programs characterized by social outreach, such as Nutrition and Occupational and Public Health, would also find that the knowledge gained in this minor would enhance their ability to build and cultivate community relationships.

iii) Benefit of employability enhancement. Based on 2013 information, Service Canada notes not only recent job growth in the public relations profession, but that the trend should continue over the next few years.⁴ Consequently, students who wish to become public relations professionals may find clear career

² See the Canadian Public Relations Society, <http://www.cprs.ca/aboutus/whatisPR.aspx> [accessed 6 Apr 2014]

³ Public Relations Society of America. Statement on Public Relations.

<http://www.prsa.org/AboutPRSA/PublicRelationsDefined/Documents/Official%20Statement%20on%20Public%20Relations.pdf>

⁴ Service Canada. www.servicecanada.gc.ca/eng/qc/job_futures/statistics [accessed 1 April 2014].

opportunities. In addition, demonstrated knowledge of an organization's public relations function distinguishes job applicants in any field of study; consequently, students graduating in nutrition, public health, media, hospitality and tourism management, for example, will be able to bring their public relations knowledge to the job along with their other specialized skills.⁵ And demonstrated sensitivity to an organization's image and reputation management will give students an edge in any job interview.

iv) Congruity with Academic Plans. The Task Force report on interdisciplinary programs (2013) recommends that specific policies be revised to facilitate inter-multi-disciplinary programs (recommendation #7).⁶ Priority #1 in the Our Time to Lead Academic Plan (2014-2019) supports greater interdisciplinary choice and a stronger focus on interdisciplinary themes. Both ProCom and News Studies/Journalism courses in the Public Relations Minor will definitely provide students with a range of skills for contemporary professions and fulfill the objective of a societally focused minor.

In concurrence with the FCAD academic plan, a Minor in Public Relations will (1) "integrate theory and practice to develop practitioners who graduate with both professional skills and the critical and intellectual capacity" and (2) "create an immersive environment that introduces undergraduates to the terminology, marketplace, employment practices, and professional issues of their discipline and continues to cultivate the professionalism of students throughout their period of study."⁷

v) Benefits of multi-disciplinary and multi-modal knowledge. Independently the ProCom and News Studies minors fulfill their discrete goals.⁸ Combined, they provide mutual contexts for a foundation in public relations. Generally speaking, ProCom courses will provide the expertise in communication theory as well as creative practice in written, oral, visual, and digital channels as related to specific professional organizations. And News Studies and Journalism courses will provide their perspectives for communication forms and functions as related to news and journalistic practices. The proposed Minor in Public Relations will (1) help students understand the news media in order to effectively engage with it, and (2) help a future public relations professional replicate the methodology of journalists (3) help students understand the role that public relation experts play as they negotiate between organizations and the media).

Furthermore, positions in public relations typically require employees who not only have excellent communication, teamwork, and persuasion skills, but also ability in web 2.0 tools and social media platforms (such as online engagement and content development) and media relations activities (press releases, media advisories, media cultivation, coverage tracking and analysis). The proposed PR Minor will provide the grounding in traditional and emerging platforms, essential for career enhancement.

vi) Symbiosis between Professional Communication and Journalism. As the complementary nature of ProCom and NNS courses shows, a symbiotic relationship characterizes the fields. This symbiosis underlies the goals for the Minor in Public Relations, which are to (1) apply concepts from communication and news studies to issues in public relations; (2) develop a range of communication

⁵ Service Canada. www.servicecanada.gc.ca/eng/qc/job_futures/statistics [accessed 1 April 2014].

⁶ Task Force on Interdisciplinary Programs. Final Report to Senate. Ryerson University. 3 December 2013, p. 18.

⁷ *Imagining the Future: FCAD Academic Plan 2008-2013*, April 14, 2009, 2.

⁸ From the Minor descriptions:

"The Minor in News Studies is designed to give students an understanding of journalism theory and practice. It comprises courses that introduce students to the basic skills of journalism; that delineate the history, practice, theory and ethical standards of the profession that allow them to combine both theory and practice in exploring specific areas of content and media."

"High-level competency in written, oral, and visual communication is increasingly recognized as vital to success in business and the public sector. The Minor in Professional Communication develops students' communication professionalism through theoretical and workshop courses emphasizing creative, workable solutions to challenging communication problems."

strategies and genres that apply to public relations; and (3) demonstrate ethical awareness of issues related to public relations and journalism.

For any student (ProCom, JRN, or other program) interested in this Minor, the CMN courses provide an understanding of communication structures within organizations, strategy formulation, and channels, as well as internal and external audience analysis, creative and multi-modal products for each communicative purpose, and the ethical underpinnings of the process and product. The NNS/JRN courses provide the external media perspective, showing how journalists view and report on organizational activities, events, and crises. Together, within the Minor, the two sides provide students with an understanding of both the communication and journalism perspectives and practices to manage organizational image and reputation in an ethical manner.

2. CURRICULUM

Required courses (2)

CMN279* Introduction to Professional Communication

CMN305 Strategic Public Relations in Prof Comm

* Equivalent courses are CMN124, CMN300, CMN373, CMN207, CMN100, CMN114, CMN201, CMN100

Elective courses (4)

Group 1 (no minimum number of courses)	
CMN214 Communication and Language CMN269 Countercultural Communication CMN288 Promotional Communication in New Media Contexts CMN306 Risk and Crisis Communication	CMN314 Professional Presentations CMN413 Corporate Communications CMN450 Participatory Media and Communication CMN601 Visual Communication: A Critical Approach MKT100 Principles of Marketing
Group 2 (minimum 2 courses)	
NNS101 Introduction to News Studies** NNS102 Understanding Multimedia Journalism NNS103 Basics of Photojournalism NNS400 (or JRN 400) Critical Issues in Journalism NNS500 (or JRN 500) Journalism and the Arts NNS502 (or JRN502) Journalism and the World of Business NNS505 (or JRN505) Health and Science Journalism NNS510 (or JRN510) Reporting Religion NNS512 (or JRN512) Reporting Sports	JRN401 History of Journalism JRN402 Theory in Journalism and Mass Communications JRN404 Journalism's Best JRN406 Age of Spin: Journalism and PR JRN412 Documentary Survey JRN509 Journalism and the Political Arena

Notes:

- (1) This Minor cannot be taken in conjunction with the Minor in Professional Communication or the News Studies Minor.
- (2) ** NNS 101 is a prerequisite for all other NNS courses.
- (3) BJourn students may use a maximum of two JRN courses as credits toward the Minor in Public Relations. Where JRN and NNS versions of a course are available, BJourn students must take JRN version of the course.
- (4) ProCom students may use a maximum of two CMN courses as credits toward the Minor in Public Relations.

Recommendation

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

D) GRAPHIC COMMUNICATIONS MANAGEMENT – CURRICULUM MODIFICATIONS

1. OVERVIEW

The proposed curriculum revision for the School of Graphic Communications Management (GCM) is the culmination of almost two years of research, evaluation and discussion involving such stakeholders as students, graduates, and faculty as well as university administrators and members of industry.

The core curriculum has been strengthened and courses have been changed and updated to enable students to obtain more rapid introduction to hands-on industry processes. Writing-intensive courses have been identified, as have courses that contain the principles of Equity, Diversity and Inclusion. New core elective courses will satisfy student requests for more electivity in their curriculum. Core elective courses will become fundamental to several course concentrations, and they will form an array of courses that we believe will attract students from other programs in the university.

Defining the Internship that students normally participate in between the third and fourth years of the program as a separate course will support the administration of the course, and provide students with academic support and credit for their work. Students will be offered the option of a thesis-based or a management project-based capstone course to complete their education.

The proposed curriculum maintains the robust core of the program, but enables sufficient flexibility for the School to respond to rapid changes in technology, processes and materials that have become a hallmark of the graphic communications industries in the new millennium.

To prepare for and simplify the implementation of the new curriculum, GCM plans to commence with the new curriculum as of September 2015 for new first year students. The proposal is for a phased-in approach, year-by-year, with full implementation of the proposed curriculum in 2018-19.

2. RATIONALE FOR REVISING THE GCM CURRICULUM

Graphic Communications Management students have had an entirely prescribed core curriculum for the majority of the program's existence. At present, student choice is limited to Liberal Studies courses and Professionally-Related courses. GCM students are currently able to select courses leading to Minors and approximately half of graduating students in recent years have successfully completed Minors in Marketing, Professional Communication, Entrepreneurship, Law, and other fields. The Curriculum Committee has listened to student voices, and has pursued curricular change with the goal of providing breadth and depth in the curriculum, and most of all, to provide students with additional choice in selecting courses, with the option to achieve one or more Concentrations.

An additional factor is the increase in the number of registered students in the GCM program. Prior to 2001, when the new Heidelberg Centre building was in the proposal stage, planning indicated an uptake in admissions to 120 students four years following the building's opening. Since Fall 2012, first year intake to the program was over 180 students each year. An increase in the student population has meant that their interests have broadened, but also that the School has achieved the critical mass of students to diversify the curriculum.

An increased number of enrollments mandates that students have more choice because there is less reason to assume that the larger cohort actually want to take the same kind of courses. Students develop an interest in, and an affinity for, specific curricular areas, including packaging, wide format digital printing, cross-media, and book arts. A larger cohort not only provides the critical mass to run the courses, but also enables the School to develop and deliver options that are attractive to students within the Graphic Communications Management program, to students in other Faculty of Communication & Design programs, as well as other programs throughout the University.

By proposing a more diverse range of elective courses and related Concentrations, the School will be better positioned to meet the increasingly diverse requirements of employers in our changing industry.

This also will help to prepare GCM graduates for a wider range of career paths and graduate studies options.

The revised curriculum enables reciprocal course enrollments with students from other degree programs in the University. The School has amended current courses, and created new ones that will form the core of a module in printing and publishing to be taught to students enrolled in the Creative Industries program. As early as Fall 2014 GCM expects a substantial cohort of Creative Industries students to enroll in GCM courses. In return, GCM students look favourably on the potential to enroll in courses in the Creative Industries and across the University in the new open curriculum.

The current curriculum offered by the School of Graphic Communications Management has not seen a significant revision since 1998, although the content of the courses offered has been updated regularly to remain current. There are some aspects of the current curriculum that are worth noting:

- The current curriculum contains a total of 47 courses. This number is on the high side of what would be considered a normal course load for a four-year degree program at Ryerson.
- Currently, GCM is the only program in FCAD that does not offer electivity in its core courses; the same is true when comparing the Ryerson GCM curriculum to that of comparator institutions.
- GCM course hours are not standardized and can cause some scheduling concerns.
- The current curriculum is quite heavily loaded in the earlier semesters, and relatively light in the later semesters.

3. GOALS FOR CURRICULAR REVISION

The goals for change included the following:

- The need to reduce the number of courses and course hours in the GCM program to more closely reflect current Ryerson norms
- The requirement to review and modify the current curriculum in order to comply with Ryerson's current direction on Undergraduate Program Curriculum Structure
- The desire to harmonize course delivery to three-hour courses (in alignment with most of the University)
- To provide first-year students with the opportunity to follow lab assignments from conception to completion within shortened timeframes, and to complete more independent lab work
- To maintain breadth in the core course offerings, and to rectify issues identified when mapping the existing curriculum, where inconsistency of Introductory, Reinforcement and Proficiency levels were noted
- To introduce choice and electivity to the core of the curriculum
- To provide students with the opportunity to undertake Concentrations within the program, and to enable all students to take courses to enhance their depth of understanding of specific course topics (many of which were requested by students)
- To develop a curriculum that includes Equity, Diversity and Inclusion (EDI) as an important element, and to ensure that EDI principles are upheld in course curricula
- To provide a flexible and responsive curriculum structure which will allow GCM to adjust and renew courses as required by future technological change
- To reflect the values, priorities and strategies of the 2014-2019 Academic Plan: Our Time to Lead

4. ADVISORY COUNCIL CONSULTATION

The Advisory Council was positive about the proposed curriculum modifications. The Council did identify some topic areas where students could benefit from additional study. In particular, those included leadership, process analysis, and the selling process. Based on the feedback of the Advisory Council, the Curriculum Committee has made changes that are reflected in the current document. Changes include updates to course descriptions, and the addition of a Concentration in Leadership.

5. CONSULTATION WITH ACADEMIC UNITS AFFECTED BY THE PROPOSED CHANGES

Recognizing that the revised curriculum affects existing other programs and academic units, the School has consulted extensively with affected units. This includes program departments and Schools whose elective tables include GCM courses: Creative Industries, English, Biomedical Science, RTA Sport Media, and Financial Mathematics, Math and its Application. It also includes those units whose courses are (or will be) part of the GCM curriculum: Accounting, Marketing, Philosophy, and Professional Communication. In all cases, GCM has received positive feedback and support from these academic units. The School has also obtained the support of the G. Raymond Chang School of Continuing Education, which offers the Certificate in Graphic Communications, and will work with CE to revise the Certificate to align with the proposed curriculum, once approved.

Some current GRA courses are listed as Open Electives for a small number of recently approved programs that are based on the new curricular model. Ongoing discussions will result in additions and deletions to the Open Elective Table, pending approval of this proposal. The committee has identified which of the proposed GCM courses are suitable for addition to the Open Elective Table.

6. LEARNING OUTCOMES AND CURRICULAR MAPPING

All GCM faculty and instructors collaboratively defined 32 distinct learning outcomes that GCM graduates should experience at various levels throughout their four-year education. Faculty used the Curriculum Assistant software to map the 32 learning outcomes to the existing curriculum. The results of this mapping exercise enabled the Curriculum Committee to identify gaps and areas of concern within the existing curriculum, so that similar issues could be avoided in the proposed modification.

Once a draft curriculum was developed, the Curriculum Committee mapped the new courses to the GCM learning outcomes. Further adjustments were made based on these results, and the proposed curriculum was mapped again. The Curriculum Committee feels that the proposed curriculum mapped to learning outcomes demonstrates the right balance and progression of learning outcomes throughout the curriculum.

The Curriculum Committee mapped GCM's 32 learning outcomes to the six University Undergraduate Degree Level Expectations (UUDLEs). Given that GCM's learning outcomes are thoroughly covered in the proposed curriculum, the Committee is confident that UUDLEs are fully addressed.

The Six Groupings of GCM's Learning Outcomes

Technology: The Learning Outcomes focus on the broader technology issues relating to the Graphic Communications field. Here students explore the historical and future impact of technology, and technological trends.

Technical: The Learning Outcomes focus on hands-on application of technologies in a concrete way. Technical Learning Outcomes deal with identifying, executing, and analyzing specific tasks in a graphic arts workflow.

Business Management: The Learning Outcomes describe the necessary knowledge and skills which allow a GCM graduate to contribute to, and direct, the operation of a business or organizational unit as it relates to the printing industry in Canada, as well as local and global economies.

General and Academic Skills: The Learning Outcomes focus on essential academic skills such as critical thinking, inquiry, gathering information and implementing solutions.

Communication: Learning Outcomes focus on communicating internally and externally with a variety of audiences in written, electronic, and oral form for business and technical purposes.

Self Management: Learning Outcomes identify personal and professional knowledge skills and attitudes that are consistent with expectations for a professional within the field. These outcomes include but are not limited to organizational skills, ethical and professional conduct, attitude and engagement.

	GOAL	DESCRIPTION
TECHNOLOGY	LO 01	technology
	LO 01a	applies knowledge of historical, current, new, and emerging technologies
	LO 01b	applies knowledge of the complete graphic communication process from concept to finished product
	LO 01c	distinguishes between various forms of print and electronic media
	LO 01d	interprets current trends in order to anticipate future needs
TECHNICAL	LO 02	Identifies and analyzes effective graphic design and visual communications
	LO 03	Constructs appropriate job plans based on job requirements and equipment specifications including:
	LO 03a	preparing and evaluate files
	LO 03b	creating, analyzing and execute imposition plans
	LO 03c	applying colour theory
	LO 03d	applying and analyzing colour management
	LO 03e	preparing and analyzing estimates and costing information
	LO 03f	preparing and executing schedules
	LO 04	Works with hardware, software, manufacturing machines and related tools to:
	LO 04a	create, analyze, correct, process, and manage files in accordance with industry standards for
	LO 04a i	traditional output (conventional and static digital)
	LO 04a ii	non-traditional output (VDP, Web-to-print, etc.)
	LO 04a iii	cross-media output (web, mobile, tablet, e-reader)
	LO 04a iv	packaging output
	LO 04b	prepare, output (calibrate) and analyze proofs and plates
	LO 04c	select and evaluate materials for appropriate printability, runability and end use
	LO 04d	use, troubleshoot and optimize a variety of tools as well as printing and finishing equipment
	LO 05	Assesses and specifies binding and finishing processes
LO 05a	plans and communicates fulfillment requirements	
LO 06	Identifies and applies appropriate quality control tools and techniques to monitor and improve quality	
BUSINESS MANAGEMENT	LO 07	Describes the printing industry in Canada and relates it to local and global economies
	LO 08	Plans and adapts to a changing business environment
	LO 09	Interprets, applies and communicates financial information
	LO 09a	identifies factors in strategic pricing decisions and makes pricing recommendations
	LO 10	Reviews and evaluates corporate structure
	LO 11	Describes management theory
	LO 11a	differentiates between the attributes of managers and leaders
	LO 12	Describes organizational behaviour theory
	LO 13	Prepares and executes project plans while adhering to project management principles
	LO 14	Defines and describes the strategic role of human resource management in the recruitment, selection, supervision, evaluation, and compensation of employees
	LO 15	Prepares a marketing strategy and applies marketing concepts in the printing industry
	LO 15a	Plans cross-media campaigns and evaluates effectiveness
LO 16	Prepares strategic business plans oriented to the printing industry	
LO 17	Recognizes and complies with health and safety regulations	
LO 18	Appraises the environmental impact of printing industry practices	
GENERAL & ACADEMIC SKILLS	LO 19	Researches, assembles, critically analyzes and synthesizes information
	LO 20	Proposes and tests solutions and makes well-supported recommendations
	LO 21	Solves managerial, interpersonal and technological problems
	LO 22	Proofreads to industry standards
COMMUNICATION	LO 23	Works well independently and in interdisciplinary and diverse teams, demonstrating accountability and personal responsibility
	LO 24	Communicates effectively and appropriately for a variety of audiences
	LO 24 A	in written fom
	LO 24 B	in electronic form
	LO 24 C	in verbal form
	LO 25	Writes effective business reports
LO 26	Writes effective technical reports	
SELF MANAGEMENT	LO 27	Demonstrates effective presentation skills
	LO 28	Demonstrates and applies time management and organizational skills
	LO 29	Demonstrates ethical and professional conduct
	LO 30	Manages own professional growth and skill development
	LO 31	Demonstrates a positive attitude, takes initiative and thinks proactively
	LO 32	Engages with the industry and professional community

7. SPACE AND RESOURCE IMPLICATIONS

The GCM Curriculum Committee completed a detailed lab space study to determine what additional lab spaces, if any, would be required to implement the proposed curriculum including during the phase-in period and upon full implementation. The proposed curriculum does not require additional lab space.

Using GCM's current complement of faculty and CUPE instructors, as well as the School's ability to call upon additional resources from academic and industry communities, the Curriculum Committee is confident that the proposed curriculum can be delivered successfully.

8. PROPOSED CURRICULUM: OVERVIEW

The proposed curriculum is based on the new Ryerson Curricular Framework approved by Senate in June 2011 and the Curriculum Renewal White Paper approved by Senate in June 2012. Some of the highlights of the proposed curriculum include:

- A reduction of the total number of courses required to complete the program. This better aligns GCM with current Ryerson practices.
- Electivity in core courses, including the choice to specialize in one of four concentrations. Under the proposed curriculum, a GCM student could complete one concentration while remaining within the required number of courses for degree completion. A second concentration, while theoretically possible, would require a student to take additional courses above the number required for degree completion. Completion of a concentration is completely optional, and will depend on each student's personal educational and career goals.
- A significant increase in electivity in general from 26% of program courses at present to 36% in the proposed curriculum. At present, of the 47 courses taken by GCM students, only 12 are electives. Under the proposed curriculum, electivity rises to 16 out of 44 courses. The proposed GCM curriculum will also create richer electives for students in other programs across the University who choose to take new GCM courses as electives.
- Standard blocks of course hours for ease of scheduling and improved student timetables. Equity, diversity and inclusion is a theme found throughout the proposed curriculum, and students will learn how EDI considerations touch most aspect of the graphic communications industry. In addition, the proposed curriculum has built-in flexibility and adaptability that will allow the curriculum to grow and change with the evolving needs of the industry.

Comparison of Course Hours Between Existing and Proposed Curriculum

Current Terminology	New Terminology	Existing	Proposed
Core (Professional) Required Courses	Core Required Courses	29	23
Professionally-Related Required Courses	Core Required Courses	6	6
Core (Professional Elective)	Core Elective	0	4
Professionally Related Courses	Open Elective	6	5
Liberal Studies	Liberal Studies	6	6
Total Courses:		47	44

9. NEW COURSES AND NEW GCM COURSE CODES

In a curriculum revision, it is customary to indicate existing, revised and new courses. This proposal includes all new courses in Graphic Communications Management. The existing courses (GRA course codes) will be discontinued as the existing curriculum is phased out. New courses, with the accompanying new GCM course code, will be phased in, replacing the old courses. While some new courses bear similarity to the existing courses, none of the existing courses are retained. All GCM courses are new

courses. This does not affect courses taught by other departments, such as Accounting, Marketing, Professional Communication, etc.

The Registrar’s Office was consulted about course codes. The existing GRA course codes have been used for most of Ryerson’s history. As a result, it would be difficult to implement a logical course numbering hierarchy within the confines of limited available GRA course codes. A decision was made to implement a new “GCM” course code, and this is supported by the calendar office. A new hierarchical course numbering system is proposed which will lend clarity to the program structure for students and academic advisors.

10. PROPOSED CURRICULUM – Graphic Communications Management

1st SEMESTER	2nd SEMESTER
REQUIRED: GCM 110 Introduction to Graphic Communications GCM 120 Graphic Communication Processes 1 GCM 130 Design and Layout MKT 100 Principles of Marketing LIBERAL STUDIES: One Course from Table A.	REQUIRED: GCM 111 Graphic Communication Technologies GCM 121 Graphic Communication Processes 2 CMN 279 Introduction to Professional Communications GMS 200 Introduction to Global Management SSH 105 Critical Thinking I OPEN ELECTIVE: One Course
3rd SEMESTER	4th SEMESTER
REQUIRED: GCM 230 Typography GCM 240 Material Science for Print GCM 250 Binding and Finishing MKT 300 Marketing Metrics and Analysis LIBERAL STUDIES: One Course from Table A.	REQUIRED: ACC 100 Introductory Financial Accounting GCM 210 Consumer Packaging GCM 220 Graphic Communications Processes 3 GCM 260 Digital Premedia Workflow OPEN ELECTIVE: One Course LIBERAL STUDIES: One Course from Table A.
5th SEMESTER	6th SEMESTER
REQUIRED: GCM 350 Estimating and Selling for Graphic Comm GCM 360 Colour Mgmt for Graphic Communications GCM 370 Management Studies GCM 375 Project Mgmt for Graphic Communications CORE ELECTIVE: One Course from Table I LIBERAL STUDIES: One Course from Table B	REQUIRED: GCM 320 Digital and Variable Data Printing GCM 362 Web and Cross-Media GCM 372 Operations and Process Management CORE ELECTIVE: One Course from Table I OPEN ELECTIVE: One Course
SPRING/SUMMER SEMESTER REQUIRED: WKT 608 GCM Internship	
7th SEMESTER	8th SEMESTER
GCM 420 Advanced Print Production Processes GCM 460 Asset Mgmt for Graphic Communications CORE ELECTIVE: One Course from Table I OPEN ELECTIVE: One Course LIBERAL STUDIES: One Course from Table B.	REQUIRED: GCM 461 Workflow Automation GCM 470 Business Plan <i>or</i> GCM 490 Thesis CORE ELECTIVE: One Course from Table I OPEN ELECTIVE: One Course LIBERAL STUDIES: One Course from Table B.

11. PROPOSED CURRICULUM: CONCENTRATIONS

The following optional 6-course concentrations may be selected by GCM students.

Concentration in Digital Graphic Output

GCM 754 Sign and Display Graphics

GCM 802 E-book Production and Publishing
 GCM 854 Advanced Material Science
Select any three of the following courses:
 GCM 804 Non-traditional Printing Applications
 GCM 806 Advanced Typography
 GCM 810 Creativity, Clients and Design

GCM 850 Directed Studies I: Issues Trends in GCM
 GCM 852 Directed Studies II: Issues Trends in GCM
 GCM 858 Advanced Workflows
 GCM 860 Advanced Variable Data Printing

Concentration in Leadership

ACC 406 Introductory Management Accounting
 ENT 601 Identifying Opportunities
 FIN 300 Managerial Finance I
Select any three of the following courses:
 FIN 401 Managerial Finance II
 FIN 510 Small Business Finance
 GCM 746 Sustainability in Print and Packaging

GCM 816 Sales and Customer Relationship Mgmt GCM
 GCM 850 Directed Studies I: Issues Trends in GCM
 GCM 852 Directed Studies II: Issues Trends in GCM

Concentration in Packaging

GCM 210 Consumer Packaging
 GCM 800 Tags Labels and Bags: The Flexo Processes
 GCM 808 Outside the Box: Packaging Prototyping
Select any three of the following courses:
 GCM 740 Accessibility for Graphic Communications
 GCM 746 Sustainability in Print and Packaging
 GCM 750 3D Printing
 GCM 804 Non-traditional Printing Applications

GCM 806 Advanced Typography
 GCM 810 Creativity, Clients and Design
 GCM 854 Advanced Material Science
 GCM 856 Colour Theory and Measurement

Concentration in Publishing

GCM 720 Magazine Production and Publishing
 GCM 722 Book Production and Publishing
 GCM 802 E-book Production and Publishing
Select any three of the following courses:
 GCM 730 Fulfillment: Signed, Sealed and Delivered
 GCM 738 Photoshopped! The Art of Image Retouching
 GCM 740 Accessibility for Graphic Communications
 GCM 746 Sustainability in Print and Packaging

GCM 806 Advanced Typography
 GCM 810 Creativity, Clients and Design
 GCM 812 Out of a Bind: Adv Binding and Finishing

12. PROPOSED CURRICULUM: GCM CORE ELECTIVES - TABLE 1

GCM Core Electives with no prerequisites		
Code	Course	Concentration(s)
GCM 710	The Art of the Book	Not assigned
GCM 712	Making an Impact: The Letterpress Revival	Not assigned
GCM 720	Magazine Production and Publishing	Publishing
GCM 722	Book Production and Publishing	Publishing
GCM 730	Fulfillment: Signed, Sealed and Delivered	Publishing
GCM 738	Photoshopped! The Art of Image Retouching	Publishing
GCM 740	Accessibility for Graphic Communications	Packaging, Publishing
GCM 746	Sustainability in Print and Packaging	Leadership, Packaging, Publishing
GCM 750	3D Printing	Packaging
GCM 754	Sign and Display Graphics	Digital Graphic Output

GCM Core Electives with prerequisites		
Code	Course	Concentration(s)
GCM 800	Tags, Labels and Bags: Flexo Processes	Packaging
GCM 802	eBook Production and Publishing	Digital Graphic Output, Publishing
GCM 804	Non-traditional Printing Applications	Digital Graphic Output, Packaging
GCM 806	Advanced Typography	Digital Graphic Output, Packaging, Publishing
GCM 808	Outside the Box: Package Prototyping	Packaging
GCM 810	Creativity, Clients and Design	Digital Graphic Output, Packaging, Publishing
GCM 812	Out of a Bind: Adv Binding and Finishing	Publishing
GCM 816	Sales and Customer Relationship Mgmt GCM	Leadership
GCM 818	Press Troubleshooting Simulation	Not assigned
GCM 850	Directed Studies I: Issues Trends in GCM	Digital Graphic Output, Leadership
GCM 852	Directed Studies II: Issues Trends in GCM	Digital Graphic Output, Leadership
GCM 854	Advanced Material Science	Digital Graphic Output, Packaging
GCM 856	Colour Theory and Measurement	Packaging
GCM 858	Advanced Workflows	Digital Graphic Output
GCM 860	Advanced Variable Data Printing	Digital Graphic Output

Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Graphic Communications Management – Curriculum Modifications*

E) COMPUTER SCIENCE – CURRICULUM REVISIONS

1. OVERVIEW

The proposed changes to the undergraduate computer science program aim to (1) address weaknesses detected in the Undergraduate Level Expectations (UDLEs) analysis, by Periodic Program Review external reviewers and the 2013 Canadian Information Processing Society (CIPS) Accreditation Report; (2) provide 1st year students a fuller initial exposure to computer science curriculum content; and (3) bring the curriculum in line with the 2013 Association for Computer Machinery Computer Science Curriculum Guidelines (ACM-CG13) and with Ryerson University’s new undergraduate curriculum model.

To achieve these aims five “openings” in the curriculum have been created by making five professional compulsory courses optional and retiring one professional compulsory course. The gaps were filled in with one new professional compulsory course, one professionally-related elective, and four open electives. The curriculum was also rearranged by positioning in 1st year more computer science related courses (and fewer mathematics courses), leaving additional openings for professionally-related (PR) electives in 2nd and 3rd year, and shortening the time gap between foundational and follow up courses.

2. CURRICULUM REVISIONS

i) Changes to Professional and Professionally-Related Courses

Type of change	Courses
From professional compulsory to professionally-related elective	MTH304, MTH310, CPS615, CPS616, GMS200
Replacement	CPS415 replaces MTH210
New professional compulsory	CPS415, CPS421
Retirement	CPS311

ii) Changes to Electives

Type of changes	Courses
Insertion	4 open, 1 professionally-related

iii) Repositioning of Courses

Figures 1 and 2 respectively show the present curriculum and the proposed curriculum. The rationale for the course repositioning is fourfold:

- (1) the new arrangement will provide first year students with a more appropriate initial exposure to computer science, as it sensibly introduces students not only to computer programming but also to the hardware environment on which computing is based;
- (2) it will allow students to take optional courses earlier in the program;
- (3) it will enable to shorten the time gap (in terms of semesters) separating foundational subjects from courses that have those as prerequisite, e.g., CPS506 is now near CPS209, and CPS415 is near CPS721 and other PR elective courses; and
- (4) it makes the curriculum consistent with the new University-wide curriculum framework, as out of the 40 required courses, 20 are core courses; 4 are open electives, and 6 are liberal studies.

Figure 1 – Current Curriculum.

Present curriculum showing professional compulsory courses (rectangles), professionally related (PR) elective courses, and lower/upper liberal (LL/UL) courses. Arrows represent course prerequisites.

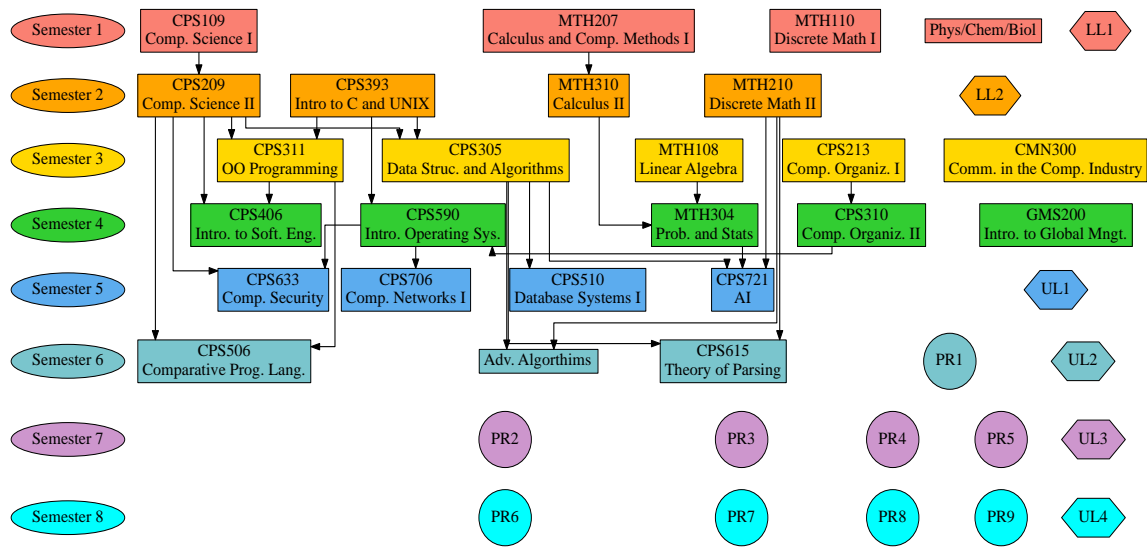
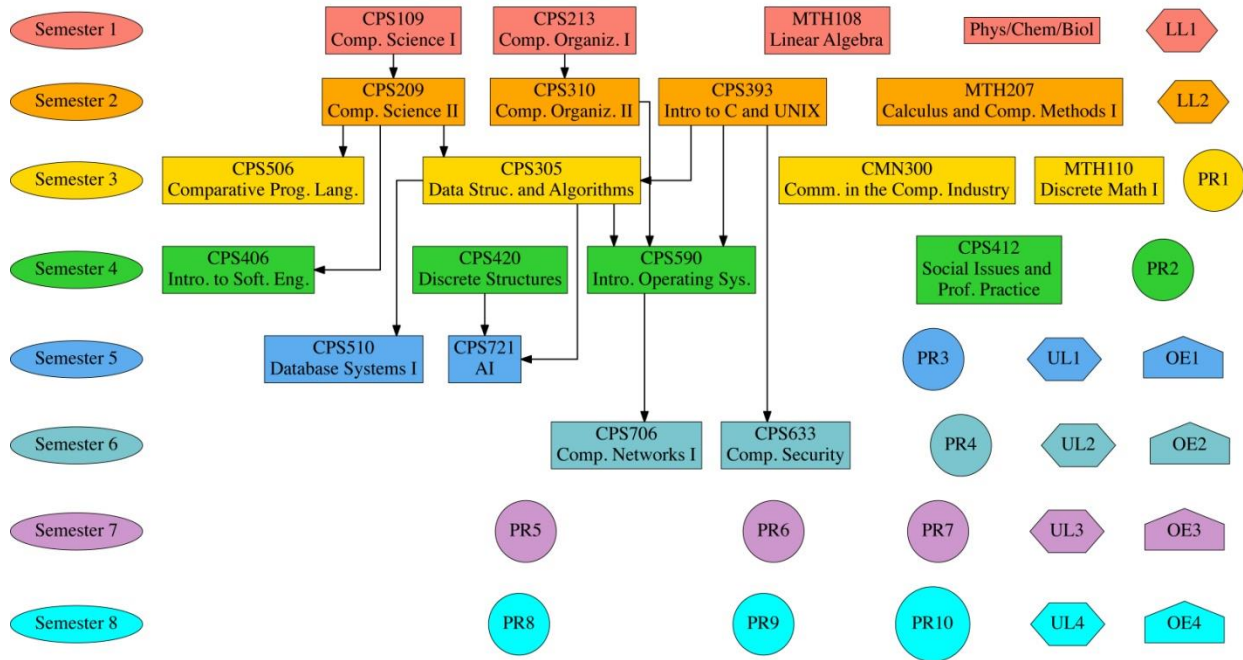


Figure 2 – Proposed Curriculum

Proposed curriculum showing professional compulsory courses (rectangles), professionally related (PR) elective courses, open electives (OE), and lower/upper liberal courses. Arrows represent course prerequisites.

Note - *Open elective* courses: any Ryerson course in the Open Electives table other than a CPS course with a number lower than 500.



Recommendation

Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Computer Science – Curriculum Revisions*

Respectfully Submitted,

Chris Evans, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Chris Evans, Chair and Vice Provost Academic

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

Anne Marie Singh, Faculty of Arts, Criminology

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

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

Jean Bruce, Faculty of Communication & Design, Image Arts

Mary Sharpe, Faculty of Community Services, Midwifery

Nick Bellissimo, Faculty of Community Services, Nutrition

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

Vadim Bostan, Faculty of Science, Chemistry & Biology

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