

AGENDA

SENATE MEETING Wednesday, January 29, 2025 9:30 am – 11:20 am
Main Boardroom (D2315)

Zoom: <https://emilycartru.zoom.us/j/69634904884?pwd=qwFHj3Izv51BqPce9Ah8PIAEpYLvg4.1>
Webinar ID: 696 3490 4884
Passcode: 533876

Territorial Acknowledgement: We respectfully acknowledge that Emily Carr University is situated on the unceded, traditional and ancestral territories of the Musqueam, Squamish and Tsleil-Waututh Nations.

CLOSED SESSION - 9:30 – 9:45 am

Note: the meeting will commence with a brief closed session for Senate.

OPEN SESSION – 9:45 am

I. ADMINISTRATIVE BUSINESS

1. Call to Order T. Kelly, Chair
2. **MOTION:** To approve the Agenda, as circulated Chair
3. **MOTION:** To approve the December 11, 2024, Senate Meeting Minutes, as circulated Chair
 - **Attachment:** *Draft Minutes of the December 11, 2024, Senate Meeting (pp. 4-9)*

II. BUSINESS

1. Chair's Remarks and Report Chair
2. Interim Vice President Academic + Provost's Report D. Achjadi
3. INFORMATION: Academic Planning + Priorities Committee Report J. Turner
 - **Attachment:** *APP Committee Report (p. 10)*
4. APPROVAL: Addition of Registrar to APP Committee Membership N. Himer
 - **Attachments:** *Senate Governance Committee Recommendation Form (p. 11)*
 - *Terms of Reference Senate APP Committee (with Track Changes) – see Membership (pp. 12-13)*

MOTION: That the Senate, on the recommendation of the Academic Planning and Priorities (APP) Committee, and the Senate Governance Committee, approve the addition of the Registrar + Executive Director of Enrollment as a voting member of the APP Committee, effective immediately.

5. INFORMATION: Curriculum Planning + Review Committee Report C. Cartiere

- **Attachment: CPR Committee Report (p. 14)**

6. APPROVAL: Curriculum Planning + Review Committee Recommendations C. Cartiere

- **Attachments: CPR Committee Recommendation Form (pp. 15-16)**
- **MFA Low Residency Program Requirement Worksheet (pp. 17-19)**
- **COMD 304 Typographic Systems Course Change Proposal (pp. 20-21)**
- **COMD 314 Complex Typography Course Change Proposal (pp. 22-23)**
- **COMD 404 Advanced Typography Course Change Proposal (pp. 24-26)**
- **COMD 420 Type Design Course Change Proposal (pp. 27-28)**

To be presented by J. Langlois and C. Martin, respectively

a) Faculty of Graduate Studies

Change to MFA Low Residency Program Requirement Worksheet

- Move GSMA 652 (6 credits) to second year summer semester)

MOTION: That Senate, on the recommendation of the Curriculum Planning and Review Committee, approve the change to MFA Low Residency Program Requirement Worksheet, as presented.

b) Faculty of Design and Dynamic Media Changes

MOTION: That Senate, on the recommendation of the Curriculum Planning and Review Committee, approve the following course change proposals as presented:

- i) COMD 304 Typographic Systems
(change to name, description, add learning objectives)
- ii) COMD 314 Complex Typography
(change to name, description, add learning objectives)
- iii) COMD 404 Advanced Typography
(change to name, prerequisites, description, learning objectives)
- iv) COMD 420 Type Design
(change to description, add learning objectives)

7. INFORMATION: Governance Committee Report C. Martin

III. OPEN FORUM

IV. NEXT MEETING: March 5, 2025

V. ADJOURNMENT



SENATE MINUTES

Wednesday, December 11, 10:00 a.m. – 11:20 a.m.
ECU Boardroom / *Online via Zoom webinar

ATTENDANCE

| | |
|---------------------------------------|------------------------------|
| Trish Kelly (Chair + Vice-Chancellor) | Haig Armen |
| Diyan Achjadi (Vice-Chair) | Mark Johnsen |
| Jacqueline Turner | Beth Howe |
| Celeste Martin | Ishita Arora |
| Kyla Mallett | Stuti Gulati |
| Justin Langlois | Anoushka Nair |
| Vanessa Kam | Shawn Choi |
| Cameron Cartiere | Laszlo Hollander |
| Adriana Jaroszewicz | Micaela Kwiatkowski |
| Helene Day Fraser | Eknoor Madharoo (non-voting) |
| Mimi Gellman* | |

Regrets: Carleen Thomas, Stuti Gulati, Kathryn Verkerk, Vanessa Kam

Guests/Support: Natasha Himer (University Secretary), Sonia Orlu (Senate Support), Alex Muir (Technical Support),

LAND ACKNOWLEDGEMENT

I. ADMINISTRATIVE BUSINESS

1. Call to Order – Trish Kelly, Chair, called the meeting to order at 10:08 a.m.
2. Agenda Approval

Moved / Seconded that the Agenda of the December 11, 2024 Senate meeting be approved as circulated.

Carried.

3. Past Minutes

Moved / Seconded that Senate approve the Minutes of the Senate Meeting of November 6, 2024 as circulated.

Carried.

II. BUSINESS

1. Chair's Remarks + Report

T. Kelly provided the following updates:

Ministry Changes and Leadership:

Anne Kang has been appointed as Minister of Post Secondary Education and Future Skills, returning to a portfolio she previously held. Minister Kang has been contacted and indicated her office will make it a priority to visit the institution in early 2025.

Trevor Hughes has been appointed as the new Deputy Minister, bringing 14 years of experience from the Labor portfolio. It was noted that Hughes may maintain connections with the infrastructure portfolio, where treasury and capital funding decisions are made.

The Ministry has also created a new Assistant Deputy Minister position specifically focused on international education. This role will help post-secondary institutions navigate federal changes to international visas and advocate at the federal level for institutions like Emily Carr. The position will also look to ensure proper support across the sector for international students and to maintain the quality of international education programs.

VP Academic and Provost Search:

The search committee has been formed and PFM Executive Search is supporting the process. Community consultation has begun, and a position profile has been finalized and is being shared with potential candidates. In response to a question, President Kelly indicated she will consult with HR about posting of the search committee membership list with the community.

Institutional Advocacy:

Advocacy work continues with other art and design institutions in Ottawa, particularly through Universities Canada and UAD4. The meetings have focused heavily on the challenges facing international education, particularly considering recent federal changes to visa policies. A significant concern emerged about Canada's attractiveness as a study destination, with institutions discussing how federal caps on international student visas might affect perceptions of Canadian education globally.

Discussions also addressed how institutions can maintain research excellence and attract top talent in the current climate. President Kelly noted that these conversations weren't solely focused on Emily Carr but considered broader implications for Canada's position in global education.

A substantial portion of both meetings centered on building institutional resilience. This topic was examined from multiple angles:

- Supporting senior management through periods of change
- Developing strategic team capabilities
- Building faculty and staff resilience
- Managing multiple concurrent initiatives while maintaining educational quality

President Kelly emphasized that these discussions were particularly relevant for smaller institutions like Emily Carr, which must address both internal demands and external factors with limited resources.

Holiday Festivities:

The university recently held a holiday feast that served 150 students, hosted collaboratively by the Student Union and various departments. President Kelly participated in serving food and noted that supporting students brings the university community together and is a fundamental purpose of the institution.

Centennial Planning:

Preparations are underway for the university's centennial year, beginning October 1, 2025 - marking 100 years since the first class at Emily Carr. More information about planning and community engagement will be shared in the new year.

East Van Cross:

President Kelly is scheduled to address the Vancouver City Council regarding the East Van Cross sculpture. She will explain that Emily Carr University supports exploring relocation options for the sculpture, as a new building may obstruct its view from downtown Vancouver. In her address, President Kelly will discuss Emily Carr University's role as a cultural anchor in the city and emphasize the importance of public art. While supporting the motion to explore relocation options, she will stress the need for artist consultation and community accessibility. President Kelly indicated she will not address the proposal's monetization aspects.

There was discussion and some questions centered around the university's expansion plans. It was noted:

- The institution will lease additional space in the adjacent CDM building. In response to questions from senators, President Kelly explained that the additional space, approximately 8,000-10,000 square feet in what's known as the "hangar space," will provide much-needed classroom and studio space.
- The university has received approximately \$1.5 million in government funding, but this can only be used for renovating spaces within the main building, as government funding cannot be used for leased spaces. The lease costs will be covered by revenue generated from increased enrollment, particularly from growth in the foundation program over the past four years.
- President Kelly acknowledged that the university's current building has been operating at capacity since its opening. The main building will continue to house all technical support facilities to maintain student access to essential resources.
- The need for expansion stems from consistent growth in the foundation program over the past four years. President Kelly explained that this growth has created additional space requirements as students advance to their second year. She noted that the current facility reached capacity immediately upon occupancy, as it was designed to match the exact spatial dimensions of their previous location.

2. Interim Vice President, Academic + Provost's Report

Diyan Achjadi reported that the university recently hosted its first on-campus National Portfolio Day since 2017, marking a significant return to in-person recruitment events. The event saw unprecedented attendance, with over 300 portfolio reviews for potential applicants conducted **by** Emily Carr faculty and more than 500 **attendees** and their families visiting campus. Twenty visiting institutions participated, and notably, more potential students attended in the first two hours than typically attended in entire previous events.

D. Achjadi invited Justin Langlois, AVP Research + Dean of Graduate Studies to provide an update.

J. Langlois reported that this has been an exceptional year for research at Emily Carr, with faculty achieving numerous grant successes. Several faculty members secured Social Sciences and Humanities Research Council (SSHRC) Institutional Grants, which are designed to seed early-stage research.

A particularly notable achievement was Alla Gadassik's receipt of an Insight Grant worth \$260,000 over five years. The grant reviewers specifically commended the high caliber of student training

proposed in the application. Emily Hermant secured a high-value award from the Insight Development Grant competition of \$72,000, which was especially impressive as it was her first external grant application. The success built upon her previous internal grant through the university's seed funding program.

The university's MITACS program has also seen significant success, facilitating partnerships between faculty, community partners, and students. The program supported 21 internships in the last calendar year, providing over \$200,000 in student funding. J. Langlois emphasized that approximately 50% of many research budgets are dedicated to student training, providing valuable professional experience.

The Artist Apprenticeship Network has engaged 15 undergraduate and graduate students, supported by \$50,000 in funding. Of the 12 independent artists serving as mentors, six have connections to Emily Carr University, demonstrating the institution's strong ties to the professional arts community.

3. Academic Planning and Priorities (APP) Committee Report

Jacqueline Turner, Chair, referred to the committee report in the meeting materials. No questions or comments were offered on the report.

4. APPROVAL: Academic Planning + Priorities Committee

The proposed academic schedule, now renamed from "academic calendar" include the following changes:

- Make-up days moved to Remembrance Day week
- Spring semester delayed by one week, shifting May Convocation accordingly

The remaining three years of a planned four-year schedule will be presented in the new year, after faculty consultation, in February. A formal academic schedule policy will follow later in the year.

A senator commented on the timing of Reading Week, suggesting that its current placement disrupts teaching momentum. They suggested moving it closer to the end of the semester to better serve students' needs for catch-up work.

A procedural point was raised regarding the alignment of the academic schedule with the fiscal year, resulting in a friendly amendment. The amendment specified the schedule would run "through Spring 2026" rather than Summer 2026.

Moved / Seconded that Senate, on the recommendation of the Academic Planning and Priorities Committee, approve the first year of the new academic schedule Fall 2025–Spring 2026.

Carried.

5. Curriculum Planning + Review (CPR) Committee Report

Cameron Cartiere, Chair, referred to the committee report in the meeting materials. No questions or comments were offered on the report.

6. Curriculum Planning + Review Committee Recommendations

Kyla Mallet presented the proposed changes for:

VAST 410 Senior Studio (Interdisciplinary):

- Added learning outcomes.
- Removed references to the team-taught model in course descriptions for clarity.
- Emphasis on ensuring course descriptions align with delivery.

Jacqueline Turner presented the proposed changes for:

SOCS 302 The Ethics of Representation:

- Updated description and added learning objectives.
- Adjustments reflect removal of outdated references to professional internships.

There was discussion on the proposed course changes, particularly regarding VAST 410 Senior Studio (Interdisciplinary):

- A Senator commented on the course description's statement that "students meet regularly," as this may not reflect the actual course delivery, which emphasized flexible meeting times and independent work. A suggestion was made to consider using "often" instead of "regularly" since the self-directed, independent work time made regular meetings unfeasible.
- Another point was raised about the structure of learning objectives in the course proposal form, suggesting they should begin with "students will be able to..."
- K. Mallett responded, suggesting that given the thorough discussion at CPR, they should proceed with passing this version as a first step, but include the note about the meeting frequency language for the next revision. She explained they would undertake a more comprehensive discussion at the faculty level.
- C. Cartiere explained that course descriptions also serve as guides for faculty and can help students advocate for more group meetings if desired. The description shouldn't necessarily be rewritten based solely on current classroom practices.
- A senator commented on the rationale section that claimed the courses would "decolonize the curriculum and address the climate change," noting this seemed to be asking more than many courses could potentially deliver, using a wheel-throwing course as an example.
- K. Mallett acknowledged that when these forms include questions about decolonization/indigenization and climate change, authors often feel compelled to address them even when the connection isn't direct. She indicated she would lead a review of the forms to clarify expectations around these requirements.

For SOCS 302 (The Ethics of Representation), a senator noted that only four learning objectives were listed despite the form suggesting five to ten. J. Turner responded that she viewed the suggested number as arbitrary since only four were needed in this case. The committee agreed to note this feedback.

Moved / Seconded that Senate, on the recommendation of the Curriculum Planning and Review Committee, approve the course change proposals as presented:

- **VAST 410 Senior Studio (Interdisciplinary)**
- **SOCS 302 The Ethics of Representation**

Carried.

III. OPEN FORUM

President Kelly excused herself from the meeting to attend the City Council presentation. Before departing, she expressed gratitude for the community's work throughout the year and encouraged reflection on the year's achievements.

D. Achjadi assumed the role of Chair for the remainder of the meeting.

T. Kelly departed the meeting at 11:07 a.m.

A question was raised about the university's enrollment growth plans. This was made note of for potential follow-up.

IV. NEXT MEETING – January 29, 2024

V. MOTION: ADJOURN – The meeting was adjourned at 11:09 a.m.

Senate Committee Report Form

| | |
|---------------|--|
| Committee: | Academic Planning + Priorities (APP) Committee |
| Meeting Date: | January 29, 2025 |
| Presenter(s): | Jacqueline Turner |

Chair's Summary:

Academic Schedule

Following consultation between the Registrar, Executive Director of Enrolment, and ECU Faculty, the committee had a follow-up conversation on the academic schedule for Summer 2026—Spring 2029. The outstanding areas of question are the reading break, assessment period, and the placement of two Mondays. The committee aims to have a motion to approve the schedule at the next meeting, February 5, 2025.

Program Review + Procedures

Interim Director, Teaching and Learning + Writing Centre Coordinator H. Fitzgerald provided an update on the program review policy process. H. Fitzgerald accepts feedback from the committee until January 21, 2025; she will seek approval at the upcoming APP meeting and then bring it forward to the Senate for approval.

Summary of the update:

- Policy is required by the Degree Quality Assessment Board (DQAB)
- Policy assurance audit took place in 2022/2023 - this policy was flagged during that process
- Policy and procedures are due to go to the last Board meeting of the year
- A sector scan for every institution has been completed
- Formal processes are similar in terms of having self-study/external review
- ECU's policy will be approved differently due to the difference in governance structure compared to other schools

Signature: Jacqueline Turner

Date: 2025-01-15

Senate Committee Recommendation Form

| | |
|---------------|--|
| Committee: | Senate Governance Committee + Academic Planning and Priorities Committee |
| Meeting Date: | January 29, 2025 |
| Presenter(s): | N. Himer |
| Guest(s): | N/A |

Subject: Addition of Registrar + Executive Director of Enrolment to APP Committee Membership

| | |
|------------------------|--|
| Recommendation: | <input checked="" type="checkbox"/> Motion to approve / <input type="checkbox"/> Discussion / <input type="checkbox"/> For Information |
|------------------------|--|

| | |
|--------------------|--|
| Resolution: | Motion: That the Senate, on the recommendation of the Academic Planning and Priorities (APP) Committee, and the Senate Governance Committee, approve the addition of the Registrar + Executive Director of Enrollment as a voting member of the APP Committee, effective immediately. |
|--------------------|--|

Purpose:

To restore the Registrar's representation on the APP (Academic Planning and Priorities) Committee.

Analysis and discussion:

On November 18, 2024, the APP Committee voted to recommend adding the Registrar and Executive Director of Enrolment as a member of the committee.

The position will be a voting member (as it was circa 2018), and the change is effective immediately.

Consultation:

- APP Committee recommendation motion passed on November 18, 2024
- Senate Governance Committee recommendation motion passed on January 15, 2025.

Resource requirements: N/A

Attachments: Terms of Reference Senate APP Committee (with Track Changes) – see Membership

Signature: Natasha Himer

Date: 2025-01-23



Senate Academic Planning + Priorities Committee

TERMS OF REFERENCE

Page 1 of 2

Approved by the Senate: January 2009, September 2010, May 2014, April 2021

Reviewed: April 2018, November 2024

Membership

Voting Members of the Committee

- Vice President, Academic + Provost
- Four (4) Deans
- Four (4) faculty members, one from each Faculty who are not necessarily the Faculty members serving on Senate
- Three (3) students who are not necessarily the student members serving on Senate, one of whom will be a student in good standing from the Master's Program; two of whom will be students in good standing from the Bachelor's Program
- One (1) staff member who is not necessarily the staff member serving on Senate
- One (1) member as appointed by the Senate
- Registrar / Secretary of Senate
- University Librarian
- Director, Aboriginal Programs
- Registrar + Executive Director of Enrolment
- President + Vice Chancellor / Chair of Senate (ex officio)

General

- Membership on the Committee will be for a two (2) year renewable term approved at the September meeting of the Senate, or as soon as possible after the beginning of the academic term.
- In the event there are not enough volunteers to fill the above positions, the Committee will operate as formed, reserving the right for the Chair of Senate to appoint individuals to fill any vacant spaces.
- In the event there are more candidates than the Terms of Reference indicate to fill the above positions, a ballot vote shall take place at a Senate meeting to determine the individuals who shall serve.

Resource Personnel

At the invitation of the Chair of the Committee, any other member of the University Community whose expertise and knowledge would be of benefit to the Committee.

Support

Support for the Committee shall be provided by the Executive Assistant to the Registrar.

Chair

The Chair shall be elected annually at the first meeting of the Committee after the Senate has reviewed and approved Committee membership and shall report to Senate.

Authority and Mandate

The Committee reports to Senate, and has the authority to make recommendations to the Senate.

The Committee shall arrange for the following to be completed by the appropriate areas/Faculties/departments and brought back to the Committee for review and recommendation to Senate:

- 35.2 (5)(b) ...criteria for awarding certificates, diplomas and degrees, including honorary degrees
- 35.2 (5)(d) ... qualifications for admission

The criteria and qualifications shall be reviewed on an annual, or on an as needed basis, as determined by the appropriate University area/Faculty/department to ensure relevance and currency.

The Committee shall prepare, review and recommend to Senate:

- 35.2 (5)(e) Policies regarding examinations and evaluation of student performance
- 35.2 (5)(f) residency requirements for awarding credentials for courses and programs
- 35.2 (5)(g) Policies regarding student withdrawal from courses, programs or the University
- 35.2 (5)(h) criteria for academic standing, academic standards and the grading system
- 35.2 (5)(i) criteria for awards recognizing academic excellence

The Committee shall develop, review and advise the Board; and develop, review and advise the Senate on the following. The Committee shall receive advice from the Board on the preparation, review and recommendations from the Board on the following:

- 35.2 (6)(b) Educational policies concerning the establishment, revision or discontinuance of courses and programs
- 35.2 (6)(c) (i) + (ii) Educational policies regarding the preparation and presentation of reports after the implementation, without prior review of the Senate, of new non credit programs or programs offered under service contract
- 35.2 (6)(f) Educational policies regarding the evaluation of programs and educational services
- 35.2 (6)(g) Educational policies regarding the library and resource centres
- 35.2 (6)(h) Educational policies regarding the setting of the academic schedule
- 35.2 (6)(i) Educational policies regarding qualifications for faculty members
- 35.2 (6)(k) Educational policies regarding the terms for affiliation with other post-secondary bodies
- 35.2 (6)(l) Educational policies concerning the consultation with community and program advisory groups
- 35.2 (6)(m) Educational policies on other matters specified by the Board and referred to the Committee by the Senate
- 47.1 (d) Policies on research and research ethics as determined by the Board and Senate

Educational policies on the criteria for qualifying for Sabbatical and Educational Leave.

Conflict of Interest

Committee members must consider the Senate Conflict of Interest and Code of Conduct Bylaws prior to any discussion or resolution being considered that would affect the closure of a specific instructional program, area or Faculty, reductions in their operations, or other situations that might constitute any real, potential or apparent conflict of interest.

Meetings

Normally held in October, November, December, February, March, April of each year, or at the call of the Chair of the Committee as required. A quorum of the Committee shall consist of 50% plus one of the eligible voting members.

Senate Committee Report Form

| | |
|---------------|---|
| Committee: | Curriculum Planning + Review |
| Meeting Date: | January 29, 2025 |
| Presenter(s): | Kyla Mallett, Justin Langlois, Jacqueline Turner, Alla Gadassik, Celeste Martin, Heather Fitzgerald |

Chair's Summary:

- 1) The CPR Working Group for Course Change Forms has done a first round of edits and consultations with various groups. Upcoming consultations are needed with the Teaching and Learning Centre staff and to go back to the Registrar's office for another round. Kyla presented a draft of the New Course Proposal form for consultation with CPR members. Members will send feedback to Kyla via email.
- 2) Justin Langlois presented reasons for a change in the MFA Low Residency Program Requirement Worksheet. There's a discrepancy between enrollment timing and timing of academic activities around Low Res thesis exhibition and defense. There's a need to move GSMA 652 (6 credits) to second year summer semester to align with thesis exhibition and defense and provide credits for summer term. Currently, there are no designated credits for the second summer term which creates challenges related to: health care coverage, access to ECU services, access to part-time student loans, etc.

There was a motion to approve and recommend to Senate changes to the MFA Low Residency Program Requirement Worksheet as presented which the CPR Committee unanimously approved.

- 3) Jacqueline Turner and Alla Gadassik presented a new course proposal - MHIS 3XX Studies in Experimental Media. There were concerns about how this 6-credit elective would feed into PRWs. The course would not fit within structures of the DDM PRWs. It would also create a workload and courseload issue. It was suggested to split it into one 3 credit Studio course and one 3 credit Critical Studies course and co-list them.

The MHIS 3XX was tabled pending further consultation with the deans and assistant/associate deans.

- 4) Celeste Martin presented the following course change proposals:
COMD 304 Typographic Systems
(change to name, description, add learning objectives)

COMD 314 Complex Typography
(change to name, description, add learning objectives)

COMD 404 Advanced Typography
(change to name, prerequisites, description, learning objectives)

COMD 420 Type Design
(change to description, add learning objectives)

There was a motion to approve and recommend to Senate, as an omnibus, the DDM course change proposals for COMD 304, COMD 314, COMD 404, and COMD 420 as presented which the CPR Committee unanimously approved.

- 5) Heather Fitzgerald presented a draft of the Program Review Policy and Procedures seeking feedback from members of the CPR Committee. The draft will go to APP in February and Senate in March.

Signature: Cameron Cartiere

Date: Jan 14, 2025

Senate Committee Recommendation Form

| | |
|---------------|------------------------------------|
| Committee: | Curriculum Planning + Review |
| Meeting Date: | January 29, 2025 |
| Presenter(s): | Justin Langlois and Celeste Martin |
| Guest(s): | N/A |

Subject: Faculty of Graduate Studies - Change to MFA Low Residency Program Requirement

Worksheet

Presenter: Justin Langlois

MFA Low Residency PRW - move GSMA 652 (6 credits) to second year summer semester

Faculty of Design and Dynamic Media - Course Change Proposals

Presenter: Celeste Martin

COMD 304 Typographic Systems - change to name, description, add learning objectives

COMD 314 Complex Typography - change to name, description, add learning objectives

COMD 404 Advanced Typography - change to name, description, add learning objectives

COMD 420 Type Design - change to name, description, add learning objectives

| | |
|------------------------|--|
| Recommendation: | <input checked="" type="checkbox"/> Motion to approve / <input type="checkbox"/> Discussion / <input type="checkbox"/> For Information |
|------------------------|--|

| | |
|--------------------|---|
| Resolution: | <ul style="list-style-type: none"> a. That Senate, on the recommendation of the Curriculum Planning and Review Committee, approve the change to MFA Low Residency Program Requirement Worksheet, as presented. b. That Senate, on the recommendation of the Curriculum Planning and Review Committee, approve the following course change proposals as presented: <ul style="list-style-type: none"> i) COMD 304 Typographic Systems (change to name, description, add learning objectives) ii) COMD 314 Complex Typography (change to name, description, add learning objectives) iii) COMD 404 Advanced Typography (change to name, prerequisites, description, learning objectives) iv) COMD 420 Type Design (change to description, add learning objectives) |
|--------------------|---|

Purpose/Rationale:

- a. MFA Low Residency Program Requirement Worksheet change:
 - Timing mismatch between enrollment and academic activities around Low Residency thesis exhibition and defense.
 - Proposed change moves GSMA 652 (6 credits) to the second-year summer term.
 - Aligns with thesis exhibition and defense and addresses the lack of designated summer credits, resolving challenges related to health care coverage, ECU services access, and part-time student loan eligibility.

- b. COMD 304, COMD 314, COMD 404, COMD 420 changes:
 - Proposed changes update learning outcomes to align with revised learning frameworks developed by BDes faculty in five key categories: Research & Finding, Process & Practice, Realization & Presentation, Agency & Critique, and Ecological & Community Perspectives.
 - Changes support knowledge and skill progression across 2nd to 4th-year Core Studios in the BDes Major.

Consultation:

Work on the change to MFA Low Residency Program Requirement Worksheet (PRW) began in Summer 2024. Consultations were held with key staff in the Graduate Office, Finance, and Student Services during September and October. The proposed changes were subsequently presented at the MFA Faculty meeting and to the Curriculum Planning Review (CPR).

Attachments: *MFA LRes PRW change proposal*

COMD 304, COMD 314, COMD 404, and COMD 420 course change proposal forms

Signature: Cameron Cartiere

Date: Jan 14, 2025



COVER SHEET FOR PROGRAM REQUIREMENT WORKSHEETS

NAME OF PROGRAM: MFA Low Residency (MFALR) EFFECTIVE DATE: Fall 2025

Please attach current and proposed program requirement worksheet(s) with changes highlighted.

Rationale:

We are proposed to update the MFA Low-residency PRW starting in Fall 2025 to address some challenges that have arisen since implementing a revised PRW in 2020 to align course delivery with our full-residency MFA and aligns with our aims to support the continued maturation of our low-residency program offering.

1. We have observed a discrepancy between enrollment timing and real-life timing of academic activities within the low-residency context: With LR students showcasing their studio production in a thesis exhibition and formally defending their thesis projects in the summer, the Fall term non-taught independent thesis development section, GSMA 652, does not align with the reality of thesis project development in the program. Placing said section in Summer Year 2 will reflect students' thesis cultivation more accurately and signal to students the proper timing of said activity.
2. The second summer term does not currently include designated credits of its own, which provides flexibility for students but creates challenges related to enrolling students in the summer term. The non-instructed Spring GSMA 652 section currently runs from January to the end of July (the end of the residency). The lack of current dedicated summer registration complicates operations including UPass access, health care coverage, availability of provincial services and more and prohibits the students' access to certain services. Adjusting the PRW as we are recommending will solve all of those issues, as confirmed through consultation with Student Services and Finance team members.

Additionally, we anticipate this change will support our students and faculty by clarifying expectations for all. This change also does not add supervisory responsibilities and does not increase the number of earned credits, therefore does not result in higher tuition charge, allows for student access to part-time student loans during the 2nd summer semester, and meets the full-time graduate credit load definition at ECU.

Notes:

Work on this change began in Summer 2024, with consultation with key staff in the Grad Office, Finance, and Student Services occurring in September and October, presentation to the MFA Faculty meeting, and now presentation to CPR.

The current and proposed PRWs are attached below.

Course Proposal Submission Information:

PREPARED FOR SUBMISSION BY: <enter> DATE: <select>

ASSISTANT DEAN: <enter> DATE: <select>

DEAN: <enter> DATE: <select>

If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:

ASSISTANT DEAN: <Click to enter> DATE: <select>

DEAN: <Click to enter> DATE: <select>

Motion from Curriculum Areas to be attached before submission to CPR.

Committee consideration of this proposal:

CURRICULUM AREA: <enter> DATE: <select>

CONSULTATION WITH TECHNICAL SERVICES: <enter> DATE: <select>

CPR: Passed DATE: 1/8/2025

SENATE: <office use only> DATE: <select>

Current MFALR PRW:

| Year 1 | | Orientation |
|--------|--|--|
| Fall | GSMA 551 Graduate Studio I | <i>letter grade, 6 cr</i> |
| | GSMA 500 Graduate Seminar I | <i>letter grade, 3 cr</i> |
| | GSMA 512 Graduate Forum | <i>P/F grade, 3 cr</i> |
| Spring | GSMA 552 Graduate Studio II | <i>letter grade, 6 cr</i> |
| | GSMA 505 Graduate Seminar II | <i>letter grade, 3 cr</i> |
| | GSMA 512 Graduate Forum | <i>P/F grade, 3 cr</i> |
| Summer | GSMA 510 Independent Study | <i>P/F grade, 12 cr</i> |
| | | <i>On-Campus Summer Intensive + State of Practice Exhibition</i> |
| Year 2 | | |
| Fall | GSMA 001 Graduate Forum | <i>not graded, 0 cr</i> |
| | GSMA 651 Graduate Studio III | <i>letter grade, 6 cr</i> |
| | GSMA 603 Graduate Seminar III | <i>letter grade, 3 cr</i> |
| | GSMA 652 Graduate Thesis | <i>P/F grade, 6 cr</i> |
| Spring | GSMA 001 Graduate Forum | <i>not graded, 0 cr</i> |
| | GSMA 600 Graduate Seminar IV | <i>letter grade, 3 cr</i> |
| | GSMA 652 Graduate Thesis | <i>P/F grade, 6 cr</i> |
| Summer | GSMA 652 Graduate Thesis <i>(continued from Spring)</i> | <i>P/F grade, 0 cr</i> |
| | | <i>On-Campus Summer Intensive + Thesis Residency</i> |
| | | <i>Final Exhibition + Thesis Defence</i> |

Proposed MFALR PRW:

| Year 1 | | Orientation |
|--------|--|--|
| Fall | GSMA 551 Graduate Studio I | <i>letter grade, 6 cr</i> |
| | GSMA 500 Graduate Seminar I | <i>letter grade, 3 cr</i> |
| | GSMA 512 Graduate Forum | <i>P/F grade, 3 cr</i> |
| Spring | GSMA 552 Graduate Studio II | <i>letter grade, 6 cr</i> |
| | GSMA 505 Graduate Seminar II | <i>letter grade, 3 cr</i> |
| | GSMA 512 Graduate Forum | <i>P/F grade, 3 cr</i> |
| Summer | GSMA 510 Independent Study | <i>P/F grade, 12 cr</i> |
| | | <i>On-Campus Summer Intensive + State of Practice Exhibition</i> |
| Year 2 | | |
| Fall | GSMA 001 Graduate Forum | <i>not graded, 0 cr</i> |
| | GSMA 651 Graduate Studio III | <i>letter grade, 6 cr</i> |
| | GSMA 603 Graduate Seminar III | <i>letter grade, 3 cr</i> |
| Spring | GSMA 001 Graduate Forum | <i>not graded, 0 cr</i> |
| | GSMA 600 Graduate Seminar IV | <i>letter grade, 3 cr</i> |
| | GSMA 652 Graduate Thesis | <i>P/F grade, 6 cr</i> |
| Summer | GSMA 652 Graduate Thesis <i>(continued from Spring)</i> | <i>P/F grade, 6 cr</i> |
| | | <i>On-Campus Summer Intensive + Thesis Residency</i> |
| | | <i>Final Exhibition + Thesis Defence</i> |



COURSE CHANGE PROPOSAL

Current Course Information:

| | |
|--|---------------------------|
| NAME OF COURSE: Typographic Systems | COURSE MNEMONIC: COMD-304 |
| NUMBER OF CREDITS: 3 | PREREQUISITE: COMD-204 |
| <input checked="" type="checkbox"/> STUDIO <input type="checkbox"/> ACADEMIC | REPEATABLE FOR CREDIT: No |

Changes to the current course info – changes only:

| | |
|--|--|
| NAME OF COURSE: Typography: Complex Systems | COURSE NUMBER: <Leave blank if no changes> |
| COURSE MNEMONIC: | PREREQUISITE: |
| NUMBER OF CREDITS: | NEW DESCRIPTION: Yes |
| EFFECTIVE DATE: Fall 2025 | REPEATABLE FOR CREDIT: |

Current Course Description:

Students investigate how typography can clarify, organize, and effectively convey visual information. Students explore and gain understanding of various systems in typography: structural and proportional systems, hierarchy, text as image, and type as the dominant element. Students use research and project criteria to respond to specific communication challenges, combining assessment with intuition.

Proposed Course Description:

This course engages a variety of concepts, methodologies, and perspectives which relate to the development of typographic systems that span across multiple platforms and a variety of content, media, formats and applications. Through exercises, projects, and readings, students will refine their typographic skills, develop comprehensive and flexible typographic systems and explore theories of communication design and typographic practice.

Proposed Learning Objectives/Outcomes (5-10)

- Inform typographic projects with relevant research concerning form, precedence, linguistic and cultural considerations
- Conceptualize typographic projects based on structure, language and close readings of content
- Plan, develop and test typographic grids and systems for projects spanning a variety of media, formats, and applications
- Utilize typesetting/layout software with proficiency and flexibility

- Produce comprehensive typographic systems and layouts to communicate complex information across multiple platforms and components.
- Implement conventions of micro, and macro typography to support principles of readability, legibility, accessibility and hierarchy
- Originate and evaluate typography in relation to professional conventions, specific audiences, communities, and cultural contexts
- Position work in relation to challenges facing global typographic practices in our multilingual, plural, and intersectional cultural environments

Reason:

The change in learning outcomes proposed for this elective studio is aligned with revised learning frameworks developed by BDes faculty, broken out into five key categories: Research & Finding, Process & Practice, Realization & Presentation, Agency & Critique, Ecological & Community Perspectives. The proposed Learning outcomes for this course align with these 5 categories and the trajectory of knowledge and skills development found in the Major's 2nd to 4th year Core Studios.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

This course change proposal, description and revised learning objectives are representative of faculty initiatives in decoloniality towards collegial and collaborative review, discourse, and reinforcing a curriculum attentiveness of Inclusivity, Diversity and Equity in and through creative practice, lecture and guest speakers.

Does this course address the climate crisis? How so?

This course will employ teaching methods and learning objectives to engage with our shared condition through a critical lens of current disciplinary content while acknowledging the ecological world around us as the permanent context of creative practices.

Course Proposal Submission Information:

| | |
|---|--------------------|
| PREPARED FOR SUBMISSION BY: Cameron Neat | DATE: Oct 26, 2024 |
| ASSISTANT DEAN: Cameron Neat | DATE: Oct 28, 2024 |
| DEAN: Celeste Martin | DATE: Nov 29, 2024 |
| If proposal involves other Faculty's curriculum, please provide additional signatures of the appropriate deans and assistant deans: | |
| ASSISTANT DEAN: | DATE: |
| DEAN: | DATE: Dec 10, 2024 |

Committee Consideration of the Proposal:

| | |
|---------------------------|--------------------|
| CURRICULUM AREA: BDES | DATE: Oct 21, 2024 |
| CPR: Passed | DATE: 1/8/2025 |
| SENATE: <office use only> | DATE: |



COURSE CHANGE PROPOSAL

Current Course Information:

| | |
|--|---------------------------|
| NAME OF COURSE: Complex Typography | COURSE MNEMONIC: COMD-314 |
| NUMBER OF CREDITS: 3 | PREREQUISITE: COMD-204 |
| <input checked="" type="checkbox"/> STUDIO <input type="checkbox"/> ACADEMIC | REPEATABLE FOR CREDIT: NO |

Changes to the current course info – changes only:

| | |
|---|--|
| NAME OF COURSE: Typography: Experimental Forms | COURSE NUMBER: <Leave blank if no changes> |
| COURSE MNEMONIC: <Leave blank if no changes> | PREREQUISITE: <Leave blank if no changes> |
| NUMBER OF CREDITS: <Leave blank if no changes> | NEW DESCRIPTION: Yes |
| EFFECTIVE DATE: Fall 2025 | REPEATABLE FOR CREDIT: <Leave blank if no changes> |

Current Course Description:

Students investigate normative and expressive typographic structures, and how they contribute to specific communication goals. Students explore relationships between the written and spoken word, conveying emotion through typographic composition, and typographic conventions such as rhythm, pacing, sequencing, and grid structures.

Proposed Course Description:

In this course, students will practice typography with experimental methods of material and digital form-giving while pushing the boundaries of the page and screen and exploring the temporal and spatial dimensions of language. Through exercises and projects students will question notions of legibility, format, scale, communication and traditional typographic conventions while engaging in investigations and explorations which seek to discover, reconsider and transform typographic practice.

Proposed Learning Objectives (5-10)

- Investigate a range of material, photographic and/or digital methods to discover unique typographic forms, concepts and outcomes

- Engage an iterative process to explore traditional, unconventional, alternative, and/or experimental means of creating and communicating with typography.
- Develop experimental approaches to typography while considering language, platform, format, scale, personal voice, authorship, the reader and audience
- Refine, realize and present outcomes with attention to craft and formal qualities
- Examine creative process while questioning aesthetic assumptions, typographic conventions, notions of legibility, reading and communication
- Articulate personal experiences, intuition, point of view and perspectives as a dynamic condition of the designer's role in culture

Reason:

The change in learning outcomes proposed for this elective studio is aligned with revised learning frameworks developed by BDes faculty, broken out into five key categories: Research & Finding, Process & Practice, Realization & Presentation, Agency & Critique, Ecological & Community Perspectives. The proposed Learning outcomes for this course align with these 5 categories and the trajectory of knowledge and skills development found in the Major's 2nd to 4th year Core Studios.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

This course change proposal, description and revised learning objectives are representative of faculty initiatives in decoloniality towards collegial and collaborative review, discourse, and reinforcing a curriculum attentiveness of Inclusivity, Diversity and Equity in and through creative practice, lecture and guest speakers.

Does this course address the climate crisis? How so?

This course will employ teaching methods and learning objectives to engage with our shared condition through a critical lens of current disciplinary content while acknowledging the ecological world around us as the permanent context of creative practices.

Course Proposal Submission Information:

| | |
|--|--------------------|
| PREPARED FOR SUBMISSION BY: Cameron Neat | DATE: Oct 26, 2024 |
| ASSISTANT DEAN: Cameron Neat | DATE: Oct 28, 2024 |
| DEAN: Celeste Martin | DATE: Nov 29, 2024 |

If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans:

| | |
|-----------------|--------------------|
| ASSISTANT DEAN: | DATE: |
| DEAN: | DATE: Dec 10, 2024 |

Committee Consideration of the Proposal:

| | |
|---------------------------|--------------------|
| CURRICULUM AREA: BDES | DATE: OCT 21, 2024 |
| CPR: Passed | DATE: 1/8/2025 |
| SENATE: <office use only> | DATE: |



COURSE CHANGE PROPOSAL

Current Course Information:

| | |
|--|--|
| NAME OF COURSE: Advanced Typography | COURSE MNEMONIC: COMD-404 |
| NUMBER OF CREDITS: 3 | PREREQUISITE: COMD-304 or COMD-314 or COMD-319 |
| <input checked="" type="checkbox"/> STUDIO <input type="checkbox"/> ACADEMIC | REPEATABLE FOR CREDIT: No |

Changes to the current course info – changes only:

| | |
|--|--|
| NAME OF COURSE: Typography: Research Projects | COURSE NUMBER: <Leave blank if no changes> |
| COURSE MNEMONIC: <Leave blank if no changes> | PREREQUISITE: Completion of 51 credits |
| NUMBER OF CREDITS: <Leave blank if no changes> | NEW DESCRIPTION: Yes |
| EFFECTIVE DATE: Fall 2025 | REPEATABLE FOR CREDIT: <Leave blank if no changes> |

Current Course Description:

This studio course is the culmination of previously learned typographic concepts and technologies in both kinetic and static typography. Students explore and refine typographic systems, demonstrating a deep awareness of the intricacies and subtleties of typographic composition in relation to audience, cultural context, and media. In a complex, self-directed project, students study typographic metamorphosis, type and image integration, metaphors for typographic representation, and the development of typographic formats across a sequence of different elements and media, from print and animation to interactivity.

Proposed Course Description:

In this course, students deepen their knowledge of typography through a variety of research methods with a particular focus on positioning typographic form and practice in relation to language, culture, communities, social context, and media. The course culminates with an extended self-directed research project in typography where students synthesize knowledge and practice while strengthening technical proficiencies in print, motion and interactive media.

Learning Objectives:

- Accurately determine the historical and cultural origins of major text and display typefaces (and understand how to research this information for types they are not familiar with).

- Understand the connotative meaning of these typefaces and know how to make appropriate use of that meaning when designing to communicate, reinforce, enhance, or contrast with the meaning(s) of a given piece of written content.
- Select, combine, set, and design with type in a way that reflects, respects, and communicates the written word, that is readable, appropriate, sensitive, and aesthetically pleasing.
- Understand and articulate the difference between expressive and transparent typography and produce typography that is expressive when it should be, and transparent when it needs to be.
- Evaluate a given piece of written content to determine the medium and method of typographic design best suited to communicate that content to its intended audience.
- Design long and/or complex typographically driven content-rich material for various media.

Proposed Learning Objectives (5-10)

- Delineate a self-directed research project in typography and determine appropriate research strategies, methods and outcomes
- Conduct thorough secondary research and appropriate primary research in the discipline of typography
- Develop content and direct the process, methods, and making in an extended typographic research project
- Design and produce material that shares typographic research with relevant communities and audiences
- Communicate the conceptual and aesthetic framing of the work through visual and oral presentation

Reason:

The change in learning outcomes proposed for this elective studio is aligned with revised learning frameworks developed by BDes faculty, broken out into five key categories: Research & Finding, Process & Practice, Realization & Presentation, Agency & Critique, Ecological & Community Perspectives. The proposed Learning outcomes for this course align with these 5 categories and the trajectory of knowledge and skills development found in the Major's 2nd to 4th year Core Studios.

Questions to consider:

Does this course contribute to decolonizing the curriculum? How so?

This course change proposal, description and revised learning objectives are representative of faculty initiatives in decoloniality towards collegial and collaborative review, discourse, and reinforcing a curriculum attentiveness of Inclusivity, Diversity and Equity in and through creative practice, lecture and guest speakers.

Does this course address the climate crisis? How so?

This course will employ teaching methods and learning objectives to engage with our shared condition through a critical lens of current disciplinary content while acknowledging the ecological world around us as the permanent context of creative practices.

Course Proposal Submission Information:

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| PREPARED FOR SUBMISSION BY: Cameron Neat | DATE: Oct 26, 2024 |
| ASSISTANT DEAN: Cameron Neat | DATE: Oct 28, 2024 |
| DEAN: Celeste Martin | DATE: Nov 29, 2024 |
| If proposal involves other Faculty's curriculum please provide additional signatures of the appropriate deans and assistant deans: | |

ASSISTANT DEAN: <Click to enter>

DATE: _____

DEAN: <Click to enter>

DATE: Dec 10, 2024

Committee Consideration of the Proposal:

CURRICULUM AREA: BDES

DATE: Oct 21, 2024

CPR: Passed

DATE: 1/8/2025

SENATE: <office use only>

DATE: _____



COURSE CHANGE PROPOSAL

Current Course Information:

| | |
|--|--|
| NAME OF COURSE: Type Design | COURSE MNEMONIC: COMD-420 |
| NUMBER OF CREDITS: 3 | PREREQUISITE: Completion of 51 credits |
| <input checked="" type="checkbox"/> STUDIO <input type="checkbox"/> ACADEMIC | REPEATABLE FOR CREDIT: Yes |

Changes to the current course info – changes only:

| | |
|--|--|
| NAME OF COURSE: <Leave blank if no changes> | COURSE NUMBER: <Leave blank if no changes> |
| COURSE MNEMONIC: <Leave blank if no changes> | PREREQUISITE: <Leave blank if no changes> |
| NUMBER OF CREDITS: <Leave blank if no changes> | NEW DESCRIPTION: Yes |
| EFFECTIVE DATE: Fall 2025 | REPEATABLE FOR CREDIT: |

Current Course Description:

This studio course has a focus on various techniques and explorations in designing letterforms and typographic glyphs. Through a variety of 2D and 3D explorations, and analog and digital creative approaches, students develop a conceptual understanding and intimate knowledge of letterforms.

Proposed Course Description:

In this course, students engage with a variety of concepts, methodologies, and perspectives for designing letterforms and typographic glyphs. Through exercises, projects, and readings, students will deepen their understanding of type design and situate their work in relation to historical and contemporary practices.

Proposed Learning Objectives (5-10)

- Conduct research that supports concept development and design of a typeface
- Utilize sketching and tracing techniques effectively
- Implement professional type design process and workflow
- Utilize font editing software with proficiency
- Undertake the planning and creation of a typeface that demonstrates an understand of the fundamental principles of type design
- Effectively proof and test designs to assure quality and consistency
- Exercise a critical eye for shapes, spacing, rhythm, and contrast in type design

- Articulate how historical, cultural, technological and social forces have and continue to influence global type design practices

Reason:

The change in learning outcomes proposed for this elective studio is aligned with revised learning frameworks developed by BDes faculty, broken out into five key categories: Research & Finding, Process & Practice, Realization & Presentation, Agency & Critique, Ecological & Community Perspectives. The proposed Learning outcomes for this course align with these 5 categories and the trajectory of knowledge and skills development found in the Major's 2nd to 4th year Core Studios.

Questions to consider:

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Does this course address the climate crisis? How so?

This course will employ teaching methods and learning objectives to engage with our shared condition through a critical lens of current disciplinary content while acknowledging the ecological world around us as the permanent context of creative practices.

Course Proposal Submission Information:

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| DEAN: Celeste Martin | DATE: Nov 29, 2024 |
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| ASSISTANT DEAN: <Click to enter> | DATE: |
| DEAN: <Click to enter> | DATE: Dec 10, 2024 |

Committee Consideration of the Proposal:

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|---------------------------|--------------------|
| CURRICULUM AREA: BDES | DATE: Oct 21, 2024 |
| CPR: Passed | DATE: 1/8/2025 |
| SENATE: <office use only> | DATE: |