Governance Form C: New Course
2007-2008 (Version #1)

Reference: SGS website - Governance
See Guidelines for Governance Form C: New Course

Other Forms:
Governance Form A (General): Major Program Changes
Governance Form B: Minor Course Changes
Governance Form D (Specialized): Adding a degree program into an existing Collaborative Program
Governance Form E (Simplified): New program proposal

Form A is used for new course proposals:
• Proposing a new graduate course

Procedures:
1. Chair completes this form (and the Add/Modify form) and sends it the Faculty Graduate Affairs Office in designated Faculty.
2. Faculty Graduate Affairs Office accepts or refers back form; proposal is posted on the GWS for 14 days. Faculty receives feedback; proposal is updated, if required.
3. The proposal goes to Faculty Council or designated body for approval. Final approval is posted on the GWS.

FACULTY GOVERNANCE BODY HAS FINAL APPROVAL AUTHORITY

Complete both sections and the Add/Modify ROSI form, when proposing a new graduate course.

SECTION A: Required information

<table>
<thead>
<tr>
<th>Course designator/code (three letters):</th>
<th>Course Number (four digits):</th>
<th>Format (lecture/ seminar/readings, distance delivery, etc.):</th>
<th>Number of contact hours per week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIS</td>
<td>2187</td>
<td>Lecture / seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Title:**
Introduction to Inclusive Design

**Department:**
Faculty of Information

**Instructor/course coordinator** *(including any other lecturers/instructors, if applicable; indicate responsibility of each instructor)*:
Jutta Treviranus

**Course Description** *(approximately 100-150 words; may include further description of format of course presentation, e.g., lectures, seminars, readings, etc.)*:
The course will provide an introduction and critical analysis of the inclusive design of information and communication technologies and practices. Inclusive design (ID) enables, invites and supports the participation of individuals and groups representing the full range of human diversity with respect to ability, culture, language, gender, age and other forms of human difference. Inclusively designed systems and practices can be optimized to meet the individual needs of each user. The theoretical background, underpinning social and economic motivations, design methods employed, controversies,
as well as the major challenges will be addressed. Students will engage in analysis of relevant research and the current state of the field, combined with more experiential problem solving and the application of ID theory and methods introduced during the course. The course will equip students to engage in well informed, in-depth critical analysis of ID of information systems and services and to apply rudimentary ID methods.

**Academic Relevance – state the reason for creating the course, and its place in your program (required, elective, etc.):**

This course represents the first in a series of courses to be introduced into the Faculty of Information curriculum on the topic of inclusive design. Inclusive design has been identified as a potential new area of strength for the faculty and as an area of study that is in demand by prospective and current students.

The course will be an elective.

**Enrolment projection (estimate):**

30

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Co-requisites/ exclusions/ enrolment restrictions (if any):</th>
<th>Course weight (indicate one below):</th>
<th>Regular/continuing/ extended (indicate one below)*:</th>
<th>Start Session/Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIS 1210</td>
<td><em>X</em> H ____ Y</td>
<td><em>X</em> Regular Continuous Extended*</td>
<td>Winter 2009</td>
<td></td>
</tr>
</tbody>
</table>

**Abbreviated Course Title** (maximum 30 characters and/or space or punctuation):

Inclusive Design

**Grading Scheme** (indicate letter grade or credit/no credit (CR/NCR) designation):

_X_ Letter grades

_ ___ CR/ NCR

**List components of course and percentage value for each component** *(no single component should have a value of more than 80% of the final grade; class participation is normally limited to no more than 10% and may not exceed 20%):*

The course is intended as an orientation to a very complex, quickly changing field that touches on many disciplines and topics relevant to information studies. There will be no required text for the course but a collection of required readings that may include current blogs, articles, Web sites as well as papers. Classes will be conducted as highly interactive lectures followed by class discussions. The course will include presentations from a number of guest lecturers and a hands-on introduction to assistive technologies conducted in the ATRC workshop.

The overall course objective is to provide an introduction to the inclusive design of information and communication technologies and practices and equip students with the necessary theoretical and technical background to engage in well informed, in-depth critical analysis of inclusive design of information systems and services and to apply rudimentary inclusive design methods.

**Specific learning objectives include:**
- To give students a broad understanding of the evolving theoretical foundations of inclusive design.
- To introduce students to the context and motivational tensions affecting the inclusive design of ICT, including social, institutional, economic and cultural tensions.
- To involve students in the reflective examination of personal and public conceptions of the user, developer, designer and the origins of these conceptions.
- To introduce students to the methods employed in inclusive design of information systems, including the design of software architectures, information management systems and user interaction and experience.
- To familiarize students with design principles associated with inclusive design and how these have been reflected in standards, specifications, guidelines and regulations.
- To engage students in an analysis of institutional and societal responses to inclusive design.
- To provide students with a survey of the current state of the art of inclusive design of information systems and practices including researchers, current controversies, unanswered questions and major challenges.

These objectives will be assessed through five assignments that engage students in reviewing resources, critical analysis of the material and application of inclusive design theory and methods to specific real-life problems.

Assignment 1: Persona (10%)
Assignment 2: Modal Translation (20%)
Assignment 3: Draft Guidelines (20%)
Assignment 4: Inventory of Application Interoperability (15%)
Assignment 5: Inclusive Design Plan (35%)

Schedule of evaluation of course components (at least one piece of graded work must be returned to the student prior to the deadline to drop a course without academic penalty):

Assignment 1: Persona (10%) – week 3
Assignment 2: Modal Translation (20%) – week 6
Assignment 3: Draft Guidelines (20%) – week 8
Assignment 4: Inventory of Application Interoperability (15%) – week 10
Assignment 5: Inclusive Design Plan (35%) – week 13

List graduate units where significant similarity or overlap may occur (confirm endorsement by those units of this new course; attach documentation as appropriate):

There is no overlap with existing courses.

Indicate resources required for delivery of course (instructor/teaching assistant/lab equipment, computing resources, distance delivery elements, etc.) and indicate whether requirements will be met through existing resources or whether additional resources will be required:

X All elements of the course will be met with existing resources.

☐ Additional resources will be required. Indicate type, source, and approval received:

Instructor and learning management system.

Confirm that course proposal has been approved by a graduate unit committee (provide committee name and meeting date):
SECTION B:
The following Faculty or Faculties have additional requirements for a new graduate course. Contact your Faculty's Graduate Affairs Office for further information.
- OISE/UT

Date:

Submitted by:
(Name of Chair/Director of Graduate Unit, or designate; include title)

Contact information:
(Provide e-mail address, telephone number, etc.)

Signature:
(If required by Faculty Graduate Affairs Office)

NOTE to Departments: Please complete the Add/Modify ROSI Form and submit it with this completed form to the appropriate Faculty Graduate Affairs Office.
Academic Activity Form

This form must accompany new course proposals submitted to the Faculty. It should also be used for re-weighted courses.

This form is to be completed by the Graduate Administrator and should accompany Governance Form C: New Course.

If the proposed course is part of a new graduate program, it may or may not be offered prior to the start date of the new program. Indicate below your intention for the proposed course [Mark with an X as applicable]:

- _X_ YES, the course should be available as soon as possible
- __ NO, the course should not available until the program is in operation.

New Academic Activity Codes (ADD)

If a new course number is required check to make sure that it hasn’t previously been used. If a new abbreviation is required, please check that it is not already being used by another program. (Contact SGS Governance or Information Systems).

Reusing Academic Activity Codes (MODIFY)

If a course number has been used previously it may only be re-used after the previous course has been dormant for five or more years.

Is this a new course? _x_ Yes __ No
Is this a modification to an existing course? __ Yes _x_ No

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS
Form last updated on September 2007

<table>
<thead>
<tr>
<th>Field</th>
<th>Activity 1</th>
<th>Activity 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>FIS</td>
<td></td>
</tr>
<tr>
<td>Start Session Code</td>
<td>20091</td>
<td>999999</td>
</tr>
<tr>
<td>End Session Code</td>
<td>999999</td>
<td>999999</td>
</tr>
<tr>
<td>Primary Organization Code</td>
<td>SGS</td>
<td>SGS</td>
</tr>
<tr>
<td>Secondary Organization Code (graduate unit - ROSI code)</td>
<td>SGS</td>
<td></td>
</tr>
<tr>
<td>Administrative Org Code (SGS division)</td>
<td>SSCGS</td>
<td></td>
</tr>
<tr>
<td>Co Secondary Org Code (Faculty – ROSI code)</td>
<td>FIS</td>
<td></td>
</tr>
<tr>
<td>Minimum Credit (minimum &amp; maximum credit should be the same)</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Maximum Credit (minimum &amp; maximum credit should be the same)</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Full Course Equivalent Weight (Full or half)</td>
<td>F/H</td>
<td>H</td>
</tr>
<tr>
<td>Credit (Y/N)</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Section Average (Y/N)</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Total Hours</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Auditor Allowed (Y/N)</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Continuous course (Y/N)</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Is this course ongoing or by semester?</td>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>Computer Requirement Code</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Min. Mark</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SWS – available to students on the SWS? (Y/N)</td>
<td>Y</td>
<td>N/A</td>
</tr>
<tr>
<td>Degree Navigator</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>