



CONESTOGA

Connect Life and Learning

Conestoga College Institute of Technology and Advanced Learning

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Kitchener, ON N2G 4M4

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Bachelor of Design & Entrepreneurship

***Application for Ministerial Consent
(Under the Post-secondary Education Choice
And Excellence Act, 2000)***

SEPTEMBER 29, 2009

1: Title Page

Appendix 1.1: Submission Title Page

Full Legal Name of Organization: Conestoga College Institute of Technology and Advanced Learning
Operating Name of Organization: Conestoga College Institute of Technology and Advanced Learning
Common Acronym of Organization (if applicable): Conestoga College ITAL
URL for Organization Homepage (if applicable): www.conestogac.on.ca
Proposed Degree Nomenclature: Bachelor of Design & Entrepreneurship
Location (specific address) where program is delivered: Doon Campus
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Site Visit Coordinator (if site visit is required and if different from above):** Michelle Gnutzman, Degree Programs Administrator
Anticipated Start Date: September 2010
Anticipated Enrolment for the first 4 years of the program: Year 1 = 35; Year 2 = 65; Year 3 = 105; Year 4 = 143
Initial Tuition Fee per Semester: Maximum allowable for 2009 intake is \$6112. See Appendix 17 for clarification.

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2: Executive Summary

Appendix 2.1 Executive Summary

Proposed Credential Nomenclature

Bachelor of Design & Entrepreneurship

Anticipated Program Start Date

September 2010

Program Description

This Bachelor degree will provide students with a four year degree in graphic design plus applied entrepreneurial and management skills. Students will have the skills and knowledge required to create captivating, innovative, intelligent and conceptually convincing designs. Along with design skills the curriculum will prepare students to be confident, persuasive and proficient business people; emphasis will be placed on visual and business communication between people, technology and procedures. The program is based on consultation with industry representatives, faculty, Conestoga's Advisory Committee, curriculum consultants, and independent research.

The curriculum is significantly project-based and provides a comprehensive coverage of all aspects of design including design development and communication, sustainability, material selection, project management, business practices and professionalism. Each semester, in the heavily weighted studio course, the students develop a real-life design project. These projects vary in size and scope, and become increasingly complex as the student progresses through the program. The curriculum of the courses in a given semester is integrated with the studio project allowing the students to apply theory to practice.

Throughout the curriculum the students will gain experience in professional presentation skills including written reports and oral presentations, using media such as typography, photography, print, and computer applications. Studio projects will be critiqued by external professionals, program faculty and student peers. As a result, students will learn to critically assess their own work, identify their strengths and weaknesses, and work to make improvements where needed. In addition, there is a good mix of group and individual projects so that students learn to be responsible for their own research, design development and presentation, and also to work effectively as a member and/or leader of a team.

The program will provide students with the skills and knowledge required to create captivating, innovative, intelligent and conceptually convincing designs. Along with design skills the curriculum will prepare students to be confident, persuasive and proficient business people; emphasis will be placed on visual and business communication between people, technology and procedures. Areas of entrepreneurial study, including design management, organizational behaviour, professional sales, small business methods, financial management, and new venture development, are integrated in the graphic design curriculum.

Courses in theory and history provide students with a balance of liberal arts and sciences. Conestoga College offers a significant menu of breadth electives that are delivered by the School of Liberal Studies. Students may choose courses such as Essentials of Canadian History, Introduction to Post Modernism, Desire in Literature, and Science, Technology & Society.

Students participate in co-op placements, providing them with relevant experience in the design industry that further develops their teamwork and networking skills. There are two work term opportunities for a student to secure relevant graphic design placement during the program of study; only one work term must be completed in order to graduate. Conestoga's Co-op and Career Services provide resources to assist the students in finding and securing work term placement, including the delivery of a career development course. Co-op and Career Services builds upon Conestoga's existing employer relations and the excellent reputation that the co-op students have, to develop placements for the Design & Entrepreneurship students.

Graduates of the program will fulfill a comprehensive range of functions: conceptualize and produce designs in print or digital, communicate effectively in business settings, establish guidelines for all aspects of production, consult with clients and colleagues to determine the nature and content of design assignments, and work in multidisciplinary environments. Job opportunities in this field range from working in an advertising agency or graphic design firm. Careers include work as an illustrator for advertising, science, or medical fields, commercial artist, freelance graphic designer, animator, cybergraphic designer, small business owner or design agency management personnel.

It is fundamentally important, to both the College and to the future graduates of the program, that the credential be recognized both as a foundation for further study at the post-graduate level and as a point of entrance requirement for professional bodies. Graduates from Conestoga College degree programs have gone on to study at universities such as Carnegie Mellon in the United States and Dortmund University in Germany.

Conestoga College has over 120 articulation agreements with institutions worldwide. For example, graduates of the three year Graphic Design advanced diploma may continue their studies at Griffith University, Australia for a Bachelor of Design or an MA in Visual Arts. They may also pursue a Bachelor of Professional Arts, Communication Studies from Athabasca University or pursue opportunities at Davenport University in Michigan.

A number of other further education opportunities have been identified for graduates of the degree program. The University of Waterloo offers a Masters of Business in Entrepreneurship and Technology (MBET) program for students who are interested in furthering their entrepreneurial education. For students who are looking to expand their artistic talents, the university also offers an MFA in Studio Art, with specializations in drawing or computer imaging.

WLU offers an MA in Communication Studies with specializations in Visual Communications & Culture, or Media, Technology & Culture for students wishing to expand their theoretical knowledge. The Nova Scotia College of Art & Design (NSCAD) has Masters in Design and Masters in Fine Arts degree programs that Conestoga graduates could consider. Ontario College of Art & Design (OCAD) offers a Master in Art, Media & Design or an Executive Master of Design in Advertising.

The Association of Registered Graphic Designers of Ontario grants designers who qualify the right to the exclusive use of the designations Registered Graphic Designer and R.D.G. RDG Ontario is the only graphic design association in Canada to have such provincial legislation. In order to use the designation Registered Graphic Designer (R.G.D.), a person must be able to demonstrate either four years of relevant education and three years of professional experience or vice versa and also pass the Registered Graphic Designers Qualification Examination. On acceptance into Conestoga's Design &

Entrepreneurship degree program, students will be automatically enrolled as student members with RGD Ontario. Conestoga graduates of the four year degree program will be eligible to pursue R.G.D. designation once they have completed three years of professional experience. Graduates may also pursue membership in the Society of Graphic Designers of Canada.

The proposed Design & Entrepreneurship degree program at Conestoga has been reviewed by industry professionals, representatives from academic institutions and graphic design professional bodies. Letters of support have been received. Excerpts from these letters follow.

Lionel Gadhoury, Context Creative and President of RGD Ontario

"... the marketplace has changed considerably over the years and in our increasingly commoditized world, where product cycles accelerate and new companies and technologies appear like comets, Ontario needs people that combine communications and design skills with entrepreneurial and business skills more than ever. Conestoga's vision for this new program puts you ahead of the curve."

Mary Misner, Cambridge Galleries

"This degree program is definitely on the right track, providing graduates with a solid base and a definite advantage with which to launch their careers in today's competitive graphic design business environment."

Tony Niederer, eSolutions Group

"This is a sound idea and there is a strong industrial need for this program."

Jim Rodger, Secondary School Principals' Association and Secondary School Visual Arts Association

"Staff at the Board and school level in Waterloo Region enthusiastically supports this initiative."

The establishment of the Design & Entrepreneurship degree will contribute to enrolment growth at Conestoga College. The intent is to admit 35 students each year to the program beginning in 2010. Since Conestoga College has a strong 3 year diploma program in place, experienced faculty is available. Additional faculty hires will be necessary beginning in the Fall of 2010.

Conestoga Overview

Located in the heart of Canada's Technology Triangle (CTT), Conestoga College works closely with many leading edge companies to tailor classroom studies to meet the needs of a growing technological workplace.

The proposed degree is consistent with the College's mission to champion innovation and excellence in the development and delivery of education and training; to serve responsibly the diverse and ever-changing needs of the community; and to inspire students to strive toward their highest potential. Conestoga College's strategic plan states that the College will maintain a high level of academic excellence by using information technology, partnerships, and applied degree programs to develop curriculum that meets the needs of employers for well-educated, technically competent and highly skilled graduates.

Currently approximately 8,000 full-time and 38,000 registered part-time students attend Conestoga College; approximately 650 students take programs within the School of Media and Design. The School of Media and Design currently employs 51 highly educated and experienced full and part time faculty members, many of whom hold professional designations and/or Masters Degrees. One fulltime member of the graphic design faculty holds a PhD in Ergonomics/ Design while others are currently working on attaining their PhDs. Since 2002, Conestoga has enjoyed a 98.6% faculty retention rate and 100% of the faculty hired with a PhD has remained. The College will capitalize on this dedicated faculty and will add a complement of new faculty in conjunction with the addition of the graphic design degree program.

Conestoga is growing to meet the educational needs of the expanding population of Waterloo Region. This unique degree in Design & Entrepreneurship will be well received by the community and fill a need that has been identified both in terms of industry and student interest. Conestoga is confident that the college can deliver the program successfully.

			Bachelor of Design & Entrepreneurship
			Direct Entry from High School
Year	Semester	Ref No	Course Title
1	FALL	1	Visual Design I
		2	Drawing I
		3	Photography I
		4	Typography I
		5	Studio I
		6	Colour Theory
	WINTER	7	Visual Design II
		8	Drawing II
		9	Photography II
		10	Typography II
		11	Studio II
		12	Group Dynamics LIBS7150
	SPRING		
2	FALL	13	Typography III
		14	Drawing III - Digital Illustration
		15	Photography III - Digital Image Manipulation
		16	History of Graphic Design
		17	Studio III
		18	Breadth Elective
	WINTER	19	Advertising, Branding & Marketing
		20	Communication Design
		21	Photography IV - Advanced Digital Image Manipulation
		22	Canadian Graphic Design and Contemporary Culture
		23	Studio IV - Portfolio Development & Presentation
		24	Studies in English Vocabulary, Diction and Style
	SPRING		
3	FALL	25	Marketing MKT1090
		26	Organizational Behaviour BUS1200
		27	Interactive Design I
		28	Professional Sales and Negotiations
		29	Studio V
		30	Career Development I CDEV1020
	WINTER	31	Small Business Management
		32	Media Ethics & Law
		33	Interactive Design II
		34	Financial Management FIN2080
		35	Studio VI
		36	Breadth Elective
	SPRING		Co-op Work Term I
	FALL		Co-op Work Term II
4	WINTER	37	Entrepreneurship and New Venture Development
		38	Graphic Design Thesis I
		39	Studio VII
		40	Breadth Elective
	SPRING	41	International Marketing MKT2200
		42	Graphic Design Thesis II
		43	Studio VIII - Capstone
		44	World Cultures LIBS7200
		45	Breadth Elective

3: Program Abstract

Appendix 3.1: Program Abstract

This Bachelor of Design & Entrepreneurship will provide students with a four year degree in graphic design plus applied entrepreneurial and management skills. Students will have the skills and knowledge required to create captivating, innovative, intelligent and conceptually convincing designs. Along with design skills the curriculum will prepare students to be confident, persuasive and proficient business people; emphasis will be placed on visual and business communication between people, technology and procedures. The program is based on consultation with industry representatives, faculty, Conestoga's Advisory Committee, curriculum consultants, and independent research.

Co-op placements provide relevant experience in the design industry and provide opportunity for students to further develop their teamwork and networking skills. There are two work term opportunities for a student to secure relevant graphic design placement during the program of study; only one of the work term opportunities must be completed in order to graduate.

Graduates of the program will fulfill a comprehensive range of functions: conceptualize and produce designs in print or digital, communicate effectively in business settings, establish guidelines for all aspects of production, consult with clients and colleagues to determine the nature and content of design assignments, and work in multidisciplinary environments. Careers include work as an illustrator for advertising, science, or medical fields, commercial artist, freelance graphic designer, animator, cybergraphic designer, small business owner or design agency management personnel.

On acceptance into Conestoga's Design & Entrepreneurship degree program, students will be automatically enrolled as student members with RGD Ontario. Conestoga graduates of the four year degree program will be eligible to pursue a R.G.D. designation once they have completed three years of professional experience, through application to the Association of Registered Graphic Designers of Ontario. They may also be able to pursue membership in the Society of Graphic Designers of Canada.

This unique Design & Entrepreneurship degree program is in the vanguard of educational options. This concept of combining the study of graphic design and creative entrepreneurship is leading edge in Ontario and North America. To the best of our knowledge, the Bachelor of Design & Entrepreneurship fills a need for both industry and student.

4: Program Degree-Level Standard

Appendix 4.1: Degree Level Summary

Graduates of the Bachelor of Design & Entrepreneurship will acquire the broad capabilities required for professional careers in graphic design. The program includes a multidisciplinary approach which exposes students to the many disciplines associated with this field. Students will acquire analytical, design, communication and management skills. These skills will be challenged and enhanced through co-op placements.

The College developed this degree program in consultation with students, industry and professional organizations.

Students graduating from Conestoga's existing Graphic Design diploma program are eligible to bridge into the Design & Entrepreneurship degree program. Students taking the certificate program in Design and Communications Fundamentals have indicated an interest in furthering their studies in the degree program. Conestoga is aware that the industry increasingly is looking towards hiring designers with higher levels of education. Local designers and firms were consulted and the need for this program was established.

A Program Development Advisory Committee (PDAC) was formed that included practitioners, academics and members of graphic design professional bodies. The College consulted with the PDAC for review and validation of the content, breadth and depth of domain learning outcomes and the corresponding course segments to ensure the overall intent and objectives of the program were met. A subgroup of faculty and Curriculum Advisors met extensively in the development of the course outlines and course outcomes. The partnerships that developed between the College and community leaders during this process will be utilized to further develop and refine the program.

Many academic goals were integrated into the course outcomes. These include the development of essential employability skills with a particular emphasis on critical thinking, problem solving, team work and conflict management as well as proficiency in oral and written communications.

Depth and Breadth of Knowledge in the Field

By taking a project-based approach to teaching and learning the students apply theory to practice right from the beginning of the program. The projects gradually increase in scope and complexity over the four years of the program but will always reflect realistic and practical applications. The inter-disciplinary nature of graphic design will be emphasized, research methods will be explored, and students will gain experience working individually and as a member of a team. Skills required to manage projects will be emphasized and practiced. In addition, business management and entrepreneurship will be studied in depth.

Knowledge and understanding are acquired through lectures, seminars, group discussions, guest speakers, and field trips. Practical application of this knowledge is combined each semester via the Studio course that features a major project in the field of graphic design.

Technical courses in typography, photography, drawing, illustration, design and computer applications will provide a depth of technical content necessary in a graphic design program. The subject matter of these courses will be reinforced through application to the studio project.

Courses in History of Graphic Design, Canadian Graphic Design and Contemporary Culture, Media Ethics & Law, and World Cultures will develop the students' ability to create design solutions while addressing a wide variety of constraints and client criteria. These courses will emphasize modern trends and the importance of sustainability. Students will research products and materials, learn to critically evaluate alternatives and propose design solutions that best suit the client.

Business courses in Marketing, Organizational Behaviour, Small Business Management, and Entrepreneurship and New Venture Development will provide valuable insight to the business elements required of a career in graphic design. These courses cover content that is often left to the practitioner to learn on their own. Again, the subject matter of these courses will be reinforced through application to the studio project, resulting in a greater understanding and appreciation.

All of the courses are designed to build upon previous learning, and demand increasing academic rigor. Senior level courses will require students to do extensive research in the development of significant term projects. Students will learn to perform detailed analyses based on research and synthesize the information in informative and reflective projects.

Creativity and innovation will be solidly integrated into all coursework at all levels. Significant emphasis will be placed on critiquing and the ability to accept constructive criticism and use it as an integral part of the creative process. Innovation will be expected and strategies to think innovatively will be taught.

Depth and Breadth of Knowledge Outside the Field

General education, or liberal studies, is critical in the development of an individual who is conscious of the diversity, complexity and richness of the human experience and results in a citizen who contributes positively to the society in which they live and work.

In addition, general education strengthens a student's generic skills, such as critical analysis, problem solving, and communication, in the context of an exploration of topics that are outside of the main discipline of study.

Conestoga College has a significant number of Liberal Arts and Science courses offered as Breadth Electives. Examples include:

- French Language and Culture
- Science, Technology & Society
- Essentials of Canadian History
- Organizational Behaviour
- Desire in Literature

The elective courses cover a wide range of subject areas including philosophy, sociology, sciences and languages. Conestoga has been continually adding to the pool of courses available over the last seven years. A breadth of choice is assured in order to meet the individual needs of the students. These courses will provide the student with a comprehensive understanding of the world in which they live and an opportunity for personal growth and awareness.

Knowledge of Methodologies

The program of study and methods of assessment in the proposed program will ensure that students develop an understanding of the methods of enquiry and creative activity appropriate for the field of graphic design and entrepreneurship and also as a foundation for future learning that could be self-directed or in a formal setting, such as graduate studies.

The program introduces the student to project-based learning and begins to develop their ability to inquire, to foster their creativity, and to gain an appreciation for innovation. Through methods of assessment that include desk reviews with faculty, peer reviews, reports and presentations, students gain an appreciation for the different approaches that can be taken and how to present an argument for the decisions they make. This format continues throughout the four year program. Local practitioners serve as guest critics in many of the studio projects. This interaction will further develop the students' awareness of the different approaches to solving problems and to devise and sustain arguments.

The Bachelor of Design & Entrepreneurship program will incorporate a significant amount of group work. As a result, students will learn to be effective members of a team, both as leaders and as contributors. They will gain an appreciation for the multi-disciplinary approach to problem solving and through critical self-awareness will apply themselves in their areas of strength and seek out help in their areas of weakness. There will be a balance of individual and group work to ensure that all students develop appropriate problem-solving skills.

Students will progressively develop and apply their research skills utilizing current tools including the internet and traditional tools such as professional journals and textbooks. Research will be required for the completion of assignments, research papers, case studies, design projects and the final thesis. Students will be required to take different approaches and to evaluate the effectiveness of a given approach to a particular problem or subject area. Research results will be presented in written, graphic and verbal formats with critical review given. The final thesis, in particular, will develop the students' ability to formulate a clear, coherent and original research plan.

Application of Knowledge

Courses offered during the first two years of this program will develop a strong foundation in technical design courses including typography, photography, drawing, illustration, and design-related computer applications. Small, individual assignments provide the student with opportunity to apply the knowledge. Small, group projects will build on the individual's technical knowledge and allow application of skills learned in Group Dynamics. The studios in these first two years help to develop creativity as well as providing another opportunity for application of the technical knowledge.

Students will begin to develop research and writing skills early on in the program. Individual and group projects in Studio courses require the application of various types of research and the synthesis of the researched material in the evaluation of qualitative and quantitative information. Through oral presentations the students will be challenged to present an argument or problem, discuss alternative solutions, recommend a final solution, and support their findings by responding to questions. In addition, the students will be actively engaged in the presentations of their peers and applying their knowledge in questioning the work of others.

Design and entrepreneurial skills are also stressed in the Studio courses. Students will work on design problems that use actual products and concepts that have realistic constraints. Students will apply investigative techniques to assess current conditions (client and audience assessments), determine media and ethical requirements, perform basic marketing analyses, and identify and evaluate sustainable options. These group projects will allow students to apply and develop time management and project management skills. Developing the pitch and designing the proposal presentation will be an integral part of every major studio project with the level of sophistication gradually increasing over the four years of the program.

In the co-op work terms, students will apply the knowledge and skills learned in the classroom within an actual graphic design setting. Co-op work terms will result in students gaining an appreciation for the complexity of the work place, the importance of good communication skills and the multi-disciplinary nature of design. Students returning to their studies after a co-op work term will bring that experience with them and will have a better appreciation for the course content and studio projects.

In the Graphic Design Thesis courses I and II, students will be required to develop, submit and present a thesis design project, synthesizing the research, presenting their analysis and recommendations to a real world not-for-profit industry (such as Greenpeace, War Child, or World Wildlife Fund). Students will research current communication strategies and materials, identify gaps between the organization's demographic and its messaging, and develop a communications plan to address gaps. Creativity in the presentation of the thesis project will be encouraged.

Level of Communication Skills

Written, verbal and graphic communication skills are important for success as a graphic designer. These basic communication skills are developed in all of the program courses. Most courses have written projects (reports, essays, papers, etc.) and oral presentations. The size of these projects increases with each year of the program. In the fourth year of the program, the student will produce a thesis on a real world not-for-profit industry under the direction of a faculty member. Students will refine their interpersonal skills through interaction with peers, faculty and guest critics from industry. Students will learn to tailor their presentations to the intended audience.

Graphic communication skills will be stressed throughout the program beginning with visual design, typography and drawing required in Year 1. Drawing and design skills will be continually honed throughout the four years in order that the graduate can communicate quickly and effectively in this medium. In addition, the students will develop graphic communication skills utilizing computer applications, rendering and

photo manipulation methods. Both two and three dimensional graphic communication skills will be expected of the students.

Through co-op work terms, students will have many opportunities to practice and to demonstrate competency in their communication skills.

Level of Awareness of Limits of their Knowledge

The Bachelor of Design & Entrepreneurship program is designed to convey an appreciation of the vast scope of information in the field and the changing nature of this information. New concepts constantly emerge, design trends evolve and software changes are introduced that can have a profound affect on design solutions. The Interactive Design I and II courses will detail these trends and changes. Students will develop independent learning skills to allow them to keep abreast of these changes and be able to identify their limits as a result.

Graphic design is a profession heavily dependent upon inter-professional practice and cooperation. Students will be fully aware of their limits with respect to knowledge and experience and will learn how to cooperate with other professions in the practice of design and where and when to turn for assistance.

As the social and economic climate can impact decision-making, students will also be made aware of how resulting pressures can influence both the analysis and interpretation of information and the actions resulting from that analysis.

Students will be expected to attend seminars and conferences given by relevant design professional associations and students will participate in various graphic design contests in order to hone their skills in “real-life” experiences. Students will be made aware of the professional practice and membership requirements of the Association of Registered Graphic Designers of Ontario and the Society of Graphic Designers of Canada, plus the importance of being a part of professional associations.

Professional Capacity and Autonomy

This program has been developed to address the broad range of capabilities required for success in graphic design and entrepreneurship. In addition to strong design, technical and management skills, successful designers require highly developed generic employability skills. This is addressed by threading these skills throughout the Bachelor of Design & Entrepreneurship program and by addressing generic skills through specific courses. Academic integrity and social responsibility will be emphasized throughout the four year program.

Students will graduate with capabilities including:

- Written skills, enhanced through written assignments and projects, and culminating in the fourth year thesis.
- Excellent verbal interpersonal communication and negotiation skills honed through presentations, group projects and interaction with professionals. Further professional-level development will occur in the business-focused courses.
- Critical thinking and problem solving skills addressed in breadth electives, in studios, and in business courses.

- Teamwork skills developed throughout the program as students engage in group projects.
- Managing complex projects and working with multi-disciplinary teams.
- Researching, interpreting, synthesizing and evaluating material is developed throughout the program.
- Time management and project management skills, developed through assignments and group projects.
- Appreciation of sustainability and environmental issues are conveyed across the entire curriculum.

The student's professional capacity and autonomy is reinforced through co-op placements with graphic design employers and interactions on a less formal basis with studio critics and guest speakers.

There will be a progression of academic rigour and independence throughout the Bachelor of Design & Entrepreneurship program with the expectation that students will enter the graphic design field with the capacity and the desire for further professional growth and development. Throughout the program, students will be introduced to professional development opportunities and associations. The importance of further studies, life long learning and taking responsibility for personal and professional growth and development will be emphasized.

5: Admissions, Promotion, Graduation Standard

Appendix 5.1.1: Admissions Requirements Direct Entry

	Design & Entrepreneurship Program Admission Requirements
Academic	<ul style="list-style-type: none"> • Six U or M level high school courses • The above must include at least one 4U level English Course • One 4U Level Math course preferred <p>Applicants with an academic strength under 65% will not be considered. Academic strength is calculated by averaging all submitted Grade 12 marks (or equivalent) of the required subjects and two additional OAC, U or M courses. If more than two additional courses are submitted, the courses with the highest mark will be used.</p> <p>Applicants with previous post-secondary education will be assessed on an individual basis in accordance with College and PEQAB guidelines and policies for advanced standing.</p>
Related work/volunteer experience	<p>We consider other factors as well as grades. Applicants are asked to submit a resume and identify work experience related to graphic design.</p>
Other (e.g. portfolio, specialized testing, interview, G.R.E., etc.)	<p>Other factors as well as grades are considered.</p> <p>An Interview/Portfolio review is required for admission. See following pages for details.</p> <p><u>Language Requirements:</u></p> <p>If your first language is not English and you have not studied in an English-language school system for the most recent 3 years prior to studies at the College, you must provide one of the following minimum tests and scores or equivalent:</p> <ol style="list-style-type: none"> 1. The International English Language Testing System (IELTS): 6.5 with no band less than 6.0. 2. Test of English as a Foreign Language (TOEFL): 580 (paper based) or 237 (computer based), TWE: 4.5 and TSE: 50. <p>We offer a language program for students whose English language skills are below the standard required for admission but all other admission criteria have been met. You will be eligible for admission to the degree program after completing the English Language Studies program. Your placement in that program is determined by scores on an in-house English language test or TOEFL or IELTS.</p>

Bachelor of Design & Entrepreneurship Portfolio Requirements:

Each applicant is required to present a portfolio of work at their scheduled interview session. For applicants who are unable to attend one of the scheduled interview sessions due to excessive travel distance, alternate arrangements for email/fax of the portfolio material and a telephone interview will be arranged.

Portfolio Guidelines and Criteria:

Your portfolio should contain 15 to 20 pieces of art/design in a variety of media and styles. A sketchbook may be included as one part of the portfolio.

Media may include painting (oil, acrylic, watercolour), pen and ink, pencil, charcoal, pastels, photography, printmaking, and computer/digital design work.

All digital work, including photographs, must be presented in print form. Presentations on laptops will not be acceptable.

One art/design piece must include word(s) and image(s) which communicate a message (i.e. a poster, advertisement, or web page)

All work must be clearly labeled with name, address, phone number, type of media (i.e. charcoal, pencil, ink), type of software used (if applicable), and date of creation.

Interview/Portfolio Review Process:

PURPOSE:

- to ensure that each student eligible for admission to the program receives the necessary overall information regarding the Bachelor of Design & Entrepreneurship program to make an informed choice regarding its key characteristics
- to provide each student eligible for admission to the Bachelor of Design & Entrepreneurship program with the opportunity to present their portfolio and discuss with administration, program faculty and current students their particular educational, personal and career goals as they relate to the program
- to provide administration, program faculty and current students with the opportunity to discuss and assess applicants eligible for admission in terms of their relative potential for success within the Bachelor of Design & Entrepreneurship program

PROCESS:

Process includes the following phases:

Prior to the Interview Date(s)

Communication with Qualified Applicants

- coordination with Registrar to identify qualified applicants applying for admission to the Bachelor of Design & Entrepreneurship program
- contacting these applicants by mail to advise them of the process and invite them to attend an interview/portfolio session on one of a series of potential dates

- follow-up to mailing with telephone calls from core program faculty and administration to further clarify and explain the process
- response by applicants identifying their intention to attend one of the scheduled interview sessions
 - Note: for applicants who are unable to attend one of the scheduled interview sessions due to excessive travel distance, alternate arrangements for email/fax of the portfolio material and a telephone interview can be arranged

Preparation of Interview Panels and Schedule for Interview Dates

- posted announcement of upcoming interview/portfolio process and request for response by interested potential student panelists and student hosts
- announcement of upcoming interview/portfolio process to related administration and program faculty and request for response by interested parties
 - Note: in other programs, all full-time program faculty have participated on interview panels; related administration has included upper management and representatives from co-op employment services and the admissions department.
- meeting with student panelists/student hosts to review the process and their respective roles
- compilation of interview panels
- each interview panel consists of a minimum of one full-time program faculty, a representative from administration, and one student currently enrolled in the program
 - Note: for interviews for first-year admission, students from across all years of the program are eligible to participate as panelists; for interviews for third-year admission, only students currently enrolled in years three or four of the program are eligible to participate as panelists

On the Interview Date(s)

Set-Up for the Day

- the final list of applicants being reviewed by each interview panel is prepared and distributed to the faculty member leading each of the interview panels; each panel proceeds to their interview location

Applicant Interview Sessions

- each applicant is escorted to their interview session by the student host according to the schedule
- during each applicant's 30-minute interview, the panel reviews the applicant's portfolio and engages the applicant in a discussion of both their work and their aspirations
- each panelist records their individual comments on an 'Applicant Assessment Form' and indicates their individual assessment of the applicant:
 - Assessment of an applicant is recorded as one of three categories:
 - A (denoting that admission should be offered to the applicant)
 - B (denoting that admission could be offered to the applicant)
 - C (denoting that admission is not recommended)

Note: a more detailed outline of the assessment categories is provided in the Guide for Interviewing Teams

Panel Summaries of Interview Sessions

- at the conclusion of each day or session (am/pm), the interview panel meets as a group to complete the Interview Summary Form
- the lead faculty in each session is responsible for leading the discussion regarding each applicant, recording the assessments of each panel member and providing an average assessment of each applicant interviewed by that panel
- at the conclusion of the day, the lead faculty appends the panel's individual Applicant Assessment Forms to the Interview Summary Forms for each applicant, and submits this information to the Chair/Program Coordinator for consideration in admission decisions

Appendix 5.1.2: Admissions Policies and Procedures for Mature Students

As noted on Page xiv of the Conestoga College Full Time Calendar 2009 – 2010 under the heading Application Information, the definition of a Mature Student is as follows:

A Mature Student is defined as an individual who is 19 or older and who does not have an Ontario Secondary School Diploma (OSSD), or equivalent. Applicants who meet this criteria should indicate Mature Student status in the appropriate spot on the College Application Form. **Mature students are required to meet the program requirements.** (See Admission Information)

If you possess an OSSD, no matter what your age or number of years out of high school, you will not be considered for admission as a mature student.

The College offers several ways for you to enhance your basic skills and improve your chances for admission. You can do this either full-time or part-time depending on your needs. Contact the College Information Centre for program and course information.

Conestoga offers several avenues for academic upgrading through the School of Career and Academic Access on campus. Mature students may choose to upgrade and meet select diploma program requirements. On successful completion of the diploma, students may then be eligible to bridge into degree programs.

Conestoga recognizes prior learning of skills, knowledge or competencies that have been acquired through work, formal, informal, and non-formal education or training, experiential learning or self study in the form of Recognition of Prior Learning (RPL). The RPL policy applies to adults 19 years or older with significant life and work experiences who wish to pursue new career opportunities or to earn credits for learning/skills achieved in their current work field toward a college certificate, diploma, or degree. (See 5.2.2 Advanced Placement Policies).

Conestoga College notes and follows the benchmark established by PEQAB (*Submission Guidelines for Ontario Colleges*, Page 11):

“Mature students” have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level or an entrance examination. (“Mature students” are applicants who have not achieved the Ontario Secondary School Diploma [OSSD] or its equivalent, who are at least 19 years of age on or before the commencement of the program in which they intend to enroll.”

Appendix 5.2.1: Credit Transfer/Recognition Policies and Procedures

Policies and practices pertaining to credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering) ensure that the degree level standard and program learning outcomes are met. In such cases, if transfer credits are awarded for learning done at a post-secondary institution that is not:

1. a Canadian institution empowered to award degrees either on the basis of their own statutes or ministerial consent; or
2. a degree granting institution recognized by the Department of Education or by an accrediting agency which itself is accredited by the Council of Higher Education Accreditation in the United States; or
3. a degree granting institution from another jurisdiction which has a similar “accredited” status,

The College will then ensure that the content and outcomes of the studies for which transfer credit is being awarded have a substantial academic affinity with the proposed program and are at the degree level.

Conestoga College recognizes that learning occurs in all aspects of life and not just in educational institutions. Courses successfully completed in other post-secondary institutions will be recognized when appropriate documents are presented and equivalency is determined. The time limit for the granting of Exemptions and Transfer Credits is seven years. Information Technology (IT) courses completed more than two years previously will not be considered. Some exceptions may apply. The maximum credit allowed through Exemptions and Transfer Credits and PLAR (Prior Learning Assessment Recognition) is 75% of the program credits. Therefore, at least 25% of the program credits must be taken under the direct supervision of Conestoga College faculty.

To Qualify

Applicants wishing to qualify for transfer of academic credits received at another academic institution in one or more courses should so indicate on their ‘Application of Admission to Ontario Colleges of Applied Arts and Technology’. Supporting documentation, such as official transcripts or an outline of work experience should be sent directly to the College.

Review of Request

The Chair of the program in which the credit course is requested, or the Chair’s designate, will assess the request, consulting with other college personnel as appropriate, to ensure that the requirements of the course/s for which the student is seeking academic credit have been met. Students will be notified by the Office of the Registrar and/or the program’s Chair (or designate) with respect to the status of the request for transfer credit.

Advanced Standing

Advanced standing is granted to a student upon admission that enables direct entry to the second level/semester or higher of a program. This status is based on the decision that previous university-level academic experience or work experience is equivalent to one or more semesters of the College's prescribed curriculum. No grade is awarded for the recognition and therefore not included in any grade point average (GPA) calculations.


To Qualify

Applicants wishing to qualify for advanced standing should do so indicated on the Ontario College Application Form produced by the Ontario College Application Service (OCAS). The application should be accompanied by supporting documentation, such as official transcripts and/or course/program outlines and outline of work experience. All foreign language transcripts and course/program outlines must be translated into English and duly notarized.

Status of Request

The Chair of the program in which advanced standing is requested, or the Chairs designate, will assess the request, consulting with other college personnel as appropriate, to ensure that all course/program requirements have been previously attained. Students will be notified by the Office of the Registrar and/or the program Chair (or designate) with respect to the status of the request for advanced standing and the final placement of student in the program.

Appendix 5.2.2: Advanced Placement Policies

	Approved by: ACC
	Authorizer: Executive Dean, Academic Administration / Vice President, Student Affairs
	Effective Date: September 1, 2007
Policy Title: Recognition of Prior Learning Policy	

Policy Statement:

Conestoga recognizes prior learning of skills, knowledge or competencies that have been acquired through work, formal, informal, and non-formal education or training, experiential learning or self study in the form of Recognition of Prior Learning (RPL). RPL can take various forms, and the associated outcomes can be used for a variety of purposes relevant to the individual's educational program at Conestoga or to enhance his/her employment opportunities.

RPL is not for registered Conestoga students who have completed but failed a course of study. Students who find themselves in this situation may be able to access privileges to address this problem under the Clearance of Academic Deficiency Policy.

Scope:

This policy applies to adults 19 years or older with significant life and work experiences who wish to pursue new career opportunities or to earn credits for learning/skills achieved in their current work field toward a college certificate or diploma.

Candidates for recognition of prior learning are bound by the College's residency policy which requires that for any credential, a minimum of twenty-five percent (25%) of the hours of instruction must be undertaken through the Conestoga program through which the diploma will be granted.

This policy also applies to all College personnel who are involved with the evaluation of these applicants.

Definitions:

Formal Learning – structured, intentional, and achieved through credit-based programs/courses.

Non-Formal Learning – intentional and gained through participation in non-credit courses; workplace-based training, or workshops.

Informal Learning – incidental and gained through life experience, workplace-based tasks, volunteer activities, self study, hobbies, family responsibilities, etc.

Experiential Learning - either intentional or incidental and encompasses the concepts of non-formal and informal learning.

Advanced Standing is placement of a student in a program (usually but not always beyond semester one) on the basis of previous documented educational studies. Advanced standing can be accomplished in any of 3 ways: Exemptions, Qualification Recognition, or Prior Learning Assessment.

Exemptions are transfer credits given in situations when a student has already earned academic credit(s) at Conestoga or at another recognized educational institution which is/are equivalent to the learning requirements for a specific subject taught at Conestoga. The course(s) must have been of similar credit hours and with similar outcomes or descriptions.

QR - Qualification Recognition (sometimes referred to as international or foreign credential recognition) is a process usually associated with internationally-trained individuals who require concrete recognition for their prior knowledge, skills and abilities from academic institutions or licensing bodies. Recognition of formal credentials may also refer to acceptance amongst institutions and other bodies of each other's credits, licenses, degrees and diplomas. At Conestoga these are handled through the office of International Studies and are usually assessed by an outside service.

PLA - Prior Learning Assessment - a process that involves the recognition and evaluation of informal and non-formal learning acquired through employment, volunteer work, military training, hobbies, reading and other significant life experiences.

PLA is used when the life and work experience of the student have resulted in the student knowing the information/skill that the course would teach. It is a systematic process which uses a variety of tools to help learners reflect on, identify, articulate, and demonstrate past learning acquired through formal and informal study, work or other life experiences. It allows for the evaluation of past learning against established academic standards for conversion or recognition into college credits.

Policy Elaboration:

RPL is an ideal tool to use in responding to the learning needs of Canadians because it supports continuous engagement in learning activities at home, at school and in the workplace throughout our lifetimes. It is based on the premise that significant learning takes place in a wide variety of contexts throughout a person's life, and that it is beneficial to both organizations and individuals to recognize that learning wherever possible. Examples of recognition gained are educational credits, occupational certification, employment and access to advanced training.

RPL has several benefits. It improves access to education when formal credentials are not well understood. It helps place learners at appropriate levels within educational programs. It eliminates the need for students to study things they already know. It helps learners develop clear educational goals and plans. Research indicates that RPL also improves learner confidence, self-esteem, and motivation to learn. If an institution's course offerings are flexible, RPL can reduce students' program workloads and costs.

RPL increases access to professions by providing important information to licensing and certification bodies about what applicants already know and can do. It can help determine if applicants are eligible to write qualifying exams or undertake placements. RPL can help to determine if individuals need additional training, and it can reduce costs by pinpointing training needs more accurately.

References:

Council of Education Ministers, Canada: Third National Forum on Education, Education and Life – Transitions, St. John's, Newfoundland, May 28-30, 1998
Procedure for Recognition of Prior Learning

Revision Log:

Revision Date	Summary of Changes
2006-10-01	Replaces Prior Learning Assessment Policy 2001
2007-01-16	Academic Forum - reviewed
2007-09-05	Academic Coordinating Committee - approved

Appendix 5.2.3: Degree Completion Arrangements

Conestoga College will allow the following diploma programs to transfer credits into this degree program in accordance with the policy and procedures in Appendix 5.2.1 in this proposal.

- Graduates of Conestoga College's three year *Graphic Design* advanced diploma program, who have a minimum B average (70%), will need to go through an Interview and Portfolio Review. They will then be required to complete and attain a passing grade of a minimum of 60% in the following courses before they are eligible to enter the Graphic Design & Entrepreneurship degree program in third year:
 - History of Graphic Design
 - Canadian Graphic Design & Contemporary Culture
 - Advertising, Branding & Marketing
 - Studies in English Vocabulary, Diction and Style

We can also expect to receive applications from graduates of three year graphic design diploma programs offered at other colleges. For example:

- Ontario College three year *Graphic Design* advanced diploma program
- Ontario College three year *Package and Graphic Design* advanced diploma program
- Ontario College three year *Fine Art* advanced diploma program

Gap analyses for these and other similar college programs will be completed as needed and the record of this analysis will be kept as reference and continuity.

Graduates of other four year degree programs may be eligible for course exemptions or credit for prior learning (PLAR) and will be evaluated on a case-by-case basis.

Appendix 5.2.4: Gap Analysis

NOTE: A complete list of Conestoga's Graphic Design Advanced Diploma program outcomes can be found at the end of the chart.

DESIGN & ENTREPRENEURSHIP DEGREE PROGRAM OUTCOMES	CORRESPONDING OUTCOMES IN CONESTOGA'S GRAPHIC DESIGN DIPLOMA PROGRAM	GAP IN KNOWLEDGE AND SKILLS	REMEDICATION OF GAP
1. Communicate effectively and persuasively through oral, graphic, print and computer media in the preparation of research reports, rationales, thesis work, and final product presentations in 2 dimensional and 3 dimensional formats.	<p>1 Consistently demonstrate the ability to analyze design problems from detailed briefings and interpret these through a visual presentation.</p> <p>2 Originate visual communications through the application, analysis, synthesis and evaluation of design theories, principles and processes to develop effective design solutions.</p> <p>3 Develop and show evidence of a logical progression of two-dimensional design concepts and, at the same time, demonstrate the ability to meaningfully integrate typography, illustration, photography, and all other graphic and advertising design elements.</p> <p>4 Develop and show evidence of an advanced level in logical progression of typographic design concepts .</p> <p>5 Demonstrate the ability to select and utilize type and letterform creatively and with all professional considerations given to the function, legibility, relationships with other graphic images, legalities, bilingualism, budgets, deadlines and all other limitations inherent in assigned typographic design briefings.</p> <p>6 Through a logical progression of design concepts and meaningful integration of all graphic elements,</p>	<p>Language skills</p> <p>Vocabulary</p> <p>Currency of knowledge</p>	<p>Studies in English Vocabulary, Diction and Style</p> <p>Interactive Design I and II</p>

	<p>demonstrate the creative ability to realistically solve a number of packaging (surface graphics) design assignments with all due considerations given to the limitations and restrictions inherent in client briefings.</p> <p>7 Develop and show evidence of a logical progression of illustrative and photographic concepts, and, at the same time, demonstrate the ability to meaningfully integrate typography, photography, and all other graphic and advertising design elements with these concepts.</p> <p>8 Through proper utilization of all materials, instruments and graphic aids, effectively execute a high standard of rendered, illustrative design materials suitable for presentation to client.</p> <p>10 Generate and apply photographs/digital images in their most practical form as related to design solutions.</p> <p>11 Understand and be knowledgeable of the terminology, procedures, changes and suitability concerning the major software, prepress, printing and finishing processes.</p> <p>12 Understand and be knowledgeable of professional practice within the design house, studio or advertising agency in areas such as finance and budget control, structures, client contact, briefings, fee estimating, work progression and direction and general business communications. Also prepare presentation (after client approval) to service bureau standards including electronic art and hard copy.</p> <p>14 Receive, fully understand and accurately carry out all verbal and written instructions relating to the day-to-day function of the graphic and advertising designer.</p> <p>15 Work in a professional manner, maintaining professional relationships and communicating effectively with clients, coworkers, supervisors and others.</p>		
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2. Adhere to professional, ethical and legal codes of practice and comply with industrial, labour and environmental legislation.	<p>5 Demonstrate the ability to select and utilize type and letterform creatively and with all professional considerations given to the function, legibility, relationships with other graphic images, legalities, bilingualism, budgets, deadlines and all other limitations inherent in assigned typographic design briefings.</p> <p>12 Understand and be knowledgeable of professional practice within the design house, studio or advertising agency in areas such as finance and budget control, structures, client contact, briefings, fee estimating, work progression and direction and general business communications. Also prepare presentation (after client approval) to service bureau standards including electronic art and hard copy.</p>	Codes and legislation WHMIS Ethics	Media Ethics & Law Small Business Management
3. Communicate and collaborate with team members and other graphic design service practitioners through the application of principles of human relations and organizational behaviour.	15 Work in a professional manner, maintaining professional relationships and communicating effectively with clients, coworkers, supervisors and others.	Organizational Behaviour	Organizational Behaviour Small Business Management
4. Demonstrate leadership skills while working with diverse teams.	15 Work in a professional manner, maintaining professional relationships and communicating effectively with clients, coworkers, supervisors and others.	Leadership skills	Studios (projects)
5. Value and respect cultural diversity in the development and execution of design solutions.	16 Acquire an increased appreciation and understanding of the concepts and values required to enhance the quality of life for self and others in the home, workplace and the local and global community through an exploration of selected broad goals of education in the areas of aesthetics, civic life, culture, personal development, society, work and the	Connection between culture and graphic design and business	World Cultures International Marketing

	economy, science and technology.		
6. Develop plans for lifelong learning, professional development, and the maintenance of technological currency.	16 Acquire an increased appreciation and understanding of the concepts and values required to enhance the quality of life for self and others in the home, workplace and the local and global community through an exploration of selected broad goals of education in the areas of aesthetics, civic life, culture, personal development, society, work and the economy, science and technology.	Research skills and application Technological Currency Resumes and interviews	Studios Graphic Design Thesis I & II Career Development I
7. Work effectively and professionally with clients to develop and present graphic design solutions based upon clients' needs and parameters.	2 Originate visual communications through the application, analysis, synthesis and evaluation of design theories, principles and processes to develop effective design solutions. 15 Work in a professional manner, maintaining professional relationships and communicating effectively with clients, coworkers, supervisors and others.	Determining clients' needs and parameters	Guest clients Professional Sales and Negotiation
8. Locate and assess research through the use of advanced research techniques in all aspects of design exploration, development and execution.		Research skills and techniques	Studios Graphic Design Thesis I & II
9. Integrate marketing, advertising, consumer research, environmental sensitivity and sustainability into the development of visual design solutions.		Environmental sensitivity and sustainability Marketing skills Principles of	Advertising , Branding & Marketing Marketing International Marketing

		advertising	
10. Utilize the full scope of design elements, strategies, and techniques to create the most effective solutions to design challenges, both traditional and emergent while working within the requirements of budget and timeframe.	<p>2 Originate visual communications through the application, analysis, synthesis and evaluation of design theories, principles and processes to develop effective design solutions.</p> <p>4 Develop and show evidence of an advanced level in logical progression of typographic design concepts.</p> <p>6 Through a logical progression of design concepts and meaningful integration of all graphic elements, demonstrate the creative ability to realistically solve a number of packaging (surface graphics) design assignments with all due considerations given to the limitations and restrictions inherent in client briefings.</p> <p>9 Use a variety of advanced technology to capture and manipulate design elements in producing a final product.</p> <p>10 Generate and apply photographs/digital images in their most practical form as related to design solutions.</p> <p>11 Understand and be knowledgeable of the terminology, procedures, changes and suitability concerning the major software, prepress, printing and finishing processes.</p> <p>13 Be cost conscious and to work effectively within established budgets and strictly defined deadlines.</p>	Emergent solutions	Interactive Design I and II
11. Discuss the theoretical, historical and cultural context within which modern graphic design has developed.		Theory and history of graphic design	History of Graphic Design Canadian Graphic Design & Contemporary Culture

12. Apply financial, entrepreneurial and business management principles and practices in the development and operation of graphic design services.	<p>12 Understand and be knowledgeable of professional practice within the design house, studio or advertising agency in areas such as finance and budget control, structures, client contact, briefings, fee estimating, work progression and direction and general business communications. Also prepare presentation (after client approval) to service bureau standards including electronic art and hard copy.</p> <p>13 Be cost conscious and to work effectively within established budgets and strictly defined deadlines.</p>	<p>Small business practice</p> <p>Management skills</p> <p>HR</p> <p>Business plans and ventures</p>	<p>Organizational Behaviour</p> <p>Financial Management</p> <p>Small Business Management</p> <p>Entrepreneurship and New Venture Development</p> <p>Professional Sales and Negotiation</p>
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CONESTOGA'S GRAPHIC DESIGN DIPLOMA PROGRAM (3 YEAR OCAD) OUTCOMES

Successful completion of this program will enable the graduate to:

1. Consistently demonstrate the ability to analyze design problems from detailed briefings and interpret these through a visual presentation.
2. Originate visual communications through the application, analysis, synthesis and evaluation of design theories, principles and processes to develop effective design solutions.
3. Develop and show evidence of a logical progression of two-dimensional design concepts and, at the same time, demonstrate the ability to meaningfully integrate typography, illustration, photography, and all other graphic and advertising design elements.
4. Develop and show evidence of an advanced level in logical progression of typographic design concepts .
5. Demonstrate the ability to select and utilize type and letterform creatively and with all professional considerations given to the function, legibility, relationships with other graphic images, legalities, bilingualism, budgets, deadlines and all other limitations inherent in assigned typographic design briefings.

6. Through a logical progression of design concepts and meaningful integration of all graphic elements, demonstrate the creative ability to realistically solve a number of packaging (surface graphics) design assignments with all due considerations given to the limitations and restrictions inherent in client briefings.
 7. Develop and show evidence of a logical progression of illustrative and photographic concepts, and, at the same time, demonstrate the ability to meaningfully integrate typography, photography, and all other graphic and advertising design elements with these concepts.
 8. Through proper utilization of all materials, instruments and graphic aids, effectively execute a high standard of rendered, illustrative design materials suitable for presentation to client.
 9. Use a variety of advanced technology to capture and manipulate design elements in producing a final product.
 10. Generate and apply photographs/digital images in their most practical form as related to design solutions.
 11. Understand and be knowledgeable of the terminology, procedures, changes and suitability concerning the major software, prepress, printing and finishing processes.
 12. Understand and be knowledgeable of professional practice within the design house, studio or advertising agency in areas such as finance and budget control, structures, client contact, briefings, fee estimating, work progression and direction and general business communications. Also prepare presentation (after client approval) to service bureau standards including electronic art and hard copy.
 13. Be cost conscious and to work effectively within established budgets and strictly defined deadlines.
 14. Receive, fully understand and accurately carry out all verbal and written instructions relating to the day-to-day function of the graphic and advertising designer.
 15. Work in a professional manner, maintaining professional relationships and communicating effectively with clients, coworkers, supervisors and others.
 16. Acquire an increased appreciation and understanding of the concepts and values required to enhance the quality of life for self and others in the home, workplace and the local and global community through an exploration of selected broad goals of education in the areas of aesthetics, civic life, culture, personal development, society, work and the economy, science and technology.
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Appendix 5.2.5: Bridging Courses

A gap analysis (Appendix 5.2.4) determined the need for the following bridging courses for graduates of the three year Conestoga College's Graphic Design diploma program. They are:

1. History of Graphic Design
2. Canadian Graphic Design & Contemporary Culture
3. Advertising , Branding & Marketing
4. Studies in English Vocabulary, Diction and Style

Conestoga College will offer an intensive summer bridging program to the diploma graduates who meet the admission criteria. Successful completion of the summer bridging program will allow these students to enter into the third year (semester 5) of the degree program.

Appendix 5.3: Promotion and Graduation Requirements

Promotion and Graduation Requirements for Design & Entrepreneurship


Examinations, Promotions, and Graduation – Baccalaureate Degree Program Policy is included on the following pages.

Program Requirement	Level of Achievement	
	Promotion	Graduation
Courses in disciplines outside the main field(s) of study (DO)	C (60%)	
Courses in disciplines within the main field(s) of study (DW)	C (60%)	
Co-op placement	C (60%)	
Studio VIII - Capstone	B (75%)	
Overall achievement	65%	65%

Promotion and graduation requirements are consistent with the learning outcome goals of the program and the degree-level standard, and include:

1. appropriate policies governing academic remediation, sanctions, and suspension for students who do not meet minimum achievement requirements (see Examinations, Promotions, and Graduation – Baccalaureate Degree Program Policy following);
2. a grading system that is easily understandable, meaningful and convertible to students, other postsecondary institutions, and potential employers, whether expressed as letter grades, percentages or grade points;
3. minimum average acceptable achievement (across all course disciplines, including the breadth and discipline-related requirements) for progression in the program not lower than the level typically designated by C- or 60 %;
4. minimum average acceptable achievement in the Studio VIII - Capstone course 75%
5. minimum overall achievement for clear progression in the program and graduation from the program i.e. no probation, 65%;
6. regardless of the grading scheme used (letter grade, grade point average, and/or percentage), and as appropriate to the introductory, medial, or terminal stages of the program, acceptable performance corresponds to student work that demonstrates the degree level standard, i.e.:
 - knowledge and/or critical understanding of :

- the principal assumptions, methods and applications of the discipline/field of practice,
- the main fields within the discipline and the discipline's relationship and interaction with other disciplines;
- an ability to:
 - interpret and to critically evaluate new material relevant to the discipline/field of practice;
 - devise and sustain arguments, and/or to solve practice-related problems using the methods of the discipline/field of practice;
 - review, present, and critically evaluate scholarly and professional reviews and primary sources, data, arguments, assumptions, and abstract concepts;
 - frame appropriate questions to solve a research question or professional problem;
 - communicate clearly;
- an appreciation of the uncertainty, ambiguity and limits of the students knowledge and/or of knowledge itself, and how this might influence analyses and interpretations based on that knowledge.

	<p>Approved by: Degree Management Committee</p> <p>Authorizer: Executive Dean, Academic Administration</p> <p>Effective Date: September 1, 2007</p>
<p>Policy Title: Examinations, Promotions, and Graduation – Baccalaureate Degree Program Policy</p>	

Policy Statement:

These policies are defined to meet the requirements of the Post-secondary Education Quality Assessment Board (PEQAB). Should the Board revise its requirements these College policies will be reviewed.

Scope:

This policy applies to all the students in degree programs approved by PEQAB.

Policy Elaboration:

1. Graduation from the program requires an average of 65% and completion of all courses and modules including required Co-op semesters.
2. The requirement for passing the Foundation Module is successful attainment of the outcomes (Pass). The Foundation Module must be passed before starting the third semester of academic coursework.
3. The minimum passing grade for a course/module is 60%.
4. The minimum requirements for promotion are a cumulative average of 65% and 2 or fewer un-cleared failures (*see 6 below*).
 - a. A student with a cumulative average below 50% will be discontinued from the program.
 - b. A student with an average between 50% and 65%, or a student with an average of 65% but who has 3 or more failed courses, will be placed on probation. Probation conditions are established and published by each program.
 - c. Students repeating a semester will not be required to repeat elective courses in which they have achieved a mark of 60% or greater.
5. Normally there will be no academic decision (e.g. promotion) at the end of semester one. However a student may be discontinued at the end of semester one based on a unanimous recommendation of the program's academic team¹. Decisions will be documented and shared with the Degree Management Committee.
6. A course that has been failed will be considered un-cleared until the student receives a passing grade for it. A previously failed course or module must be cleared through one of the following methods:
 - a. Repeat the course or module.
 - b. Take a supplemental examination.
 - c. Enter into and complete a learning contract.

If a student is successful passing a previously failed course through either a supplemental examination or a learning contract, the previously awarded grade for the

course will be changed to 60%. If a student repeats a course or module, the grade earned on the repeated course will be recorded and used to calculate cumulative average and Grade Point Average as per the college policy. The program's academic team will decide which method (a, b, or c above) to follow on a case-by-case basis.

7. A student's eligibility for a Co-op semester shall be based on the academic semester prior to the semester preceding the Co-op assignment. However, students failing 2 or more courses in the term prior to Co-op must apply to the Program Promotion Committee to continue in the Co-op semester. When the Committee determines that the student is ineligible for the Co-op semester the student will be required to register in and complete the Co-op semester at a later date.
8. Additional Program Specific Criteria may be defined and implemented with approval of the College Degree Management Committee and the V.P. Academic.

Revision Log:

Revision Date	Summary of Changes
2007-07-09	Academic Forum – Approved
2007-07-16	Policies and Procedures Task Force - Validated

6: Program Content Standard

Appendix 6.2.1: Professional/Accreditation or Other Requirements

Below are the current requirements and/or standards of major and/or nationally recognized professional associations, accreditation agencies, or other organizations associated with the graphic design industry.

Association of Registered Graphic Designers of Ontario

The Association of Registered Graphic Designers of Ontario grants designers who qualify the right to the exclusive use of the designations Registered Graphic Designer and R.D.G. RDG Ontario is the only graphic design association in Canada to have such provincial legislation. In order to use the designation Registered Graphic Designer (R.G.D.), a person must be able to demonstrate either four years of relevant education and three years of professional experience or vice versa and also pass the Registered Graphic Designers Qualification Examination. Areas covered in the exam include business communication, studio management, legal issues, technology, print, electronic media, 3D graphics, design history, design principles, process and research, colour theory, communication theory, and rules of professional conduct.

On acceptance into Conestoga's Design & Entrepreneurship degree program, students will be automatically enrolled as student members with RGD Ontario. Graduates of the four year degree program at Conestoga will be eligible to pursue the RGD designation once they have completed three years of professional experience.

Society of Graphic Designers of Canada (GDC)

The Society of Graphic Designers of Canada (GDC) is an organization of design professionals, educators, administrators, students, and associates in design related fields. Founded in Toronto in 1956 as the Society of Typographic Designers of Canada, it evolved into a national association by 1974 and was granted a Federal Charter in 1976. The GDC is the national certified body of graphic designers promoting high standards of visual design and ethical business practices for the benefit of Canadian industry, commerce, public service, and the public. The GDC has over 1,200 members in nine chapters across Canada.

In order to become a Professional Graphic Designers of Canada member (MGDC), a designer must have seven years of combined graphic design education and professional work experience. (A three or four year course of studies in graphic design is recommended, but not required.) They need to provide a resume and a portfolio, which is judged on five areas: strategy, typography, use of imagery, implementation, and presentation.

A Licentiate (LGDC) membership is awarded to a practicing designer who has completed at least five years and less than seven years, of combined graphic design education and professional practice, and whose resume and portfolio are of acceptable standards.

Graduates of the four year Bachelor of Design & Entrepreneurship degree program at Conestoga will be able to pursue the MDGC designation once they have completed three years of professional experience, or pursue the LGDC designation after only one year of professional practice.

Appendix 6.2.2: Letters of Support: Professional/Accreditation or Other Requirements

See the following pages.

Dr. John Tibbits, President
Conestoga College Institute of Technology & Advanced Learning
299 Doon Valley Drive
Kitchener ON N2G 4M4

September 25, 2009

Dear Dr. John Tibbits,

I am writing to you to express my support and encouragement for Conestoga's proposed Bachelor of Applied Arts, Graphic Design & Entrepreneurship degree program.

Having successfully hired many Conestoga graduates over the past 10 years, I can state firsthand that the quality of Conestoga's staff, its curriculum and 14 week coop term has defined the benchmark for preparing graduates with the skills they need to enter the industry.

Of course the marketplace has changed considerably over the years and in our increasingly commoditized world, where product cycles accelerate and new companies and technologies appear like comets, Ontario needs people that combine communications and design skills with entrepreneurial and business skills more than ever.

Conestoga's vision for this new program puts you ahead of the curve and is particularly well positioned within the innovation & manufacturing heartland of Ontario. In my opinion, design is the key differentiator, enabler and catalyst for successful commercialization of technologies and companies in the new economy and removing barriers between disciplines is long overdue.

I wish you great success and welcome future opportunities for my company and the professional association of Registered Graphic Designers of Ontario (RGD Ontario) to help review curriculum relevance and currency as may be requested.

Sincerely,



Lionel Gadoury RGD
Principal,
Context Creative



Tuesday, September 22, 2009

Dr. John Tibbits, President
Conestoga College— Institute of Technology & Advanced Learning
299 Doon Valley Drive
Kitchener, ON N2G 4M4

Dear Dr. Tibbits:

eSolutionsGroup understands that the College is applying to offer a four-year Bachelor of Design & Entrepreneurship degree program.

We feel that the graduates of the proposed program will possess a unique skill set with the diversity of complex course offerings in the areas of business, advertising and marketing, typography, visual design, photography and interactive design. Graduates of such a program will be a valuable addition in today's broad and competitive graphic design business environment. This is a sound idea and there is a strong industrial need for this program.

eSolutionsGroup is willing to help Conestoga College by providing assistance in reviewing the appropriate portion(s) of the curriculum to ensure relevance and practicality of the program.

We count a number of Conestoga College graduates among our staff, both with our Creative Services team and among senior management. We would consider hiring graduates of this program, should the opportunity present itself. Additionally, as co-op students of the program become available, we would consider placement of these individuals if possible at that time.

In closing, eSolutionsGroup looks forward to a continued relationship with Conestoga College.

For more information about eSolutionsGroup, please visit our website at www.eSolutionsGroup.ca. I personally may be reached at the contact details provided below.

Yours truly,

Tony Niederer
Managing Director, Marketing and Creative Services
eSolutionsGroup Limited
tniederer@eSolutionsGroup.ca
(519) 884-3352 or 1-800-265-6102

651 Colby Drive
Waterloo, Ontario
Canada
N2V 1G2
519.884.3352 (x40)
519.725.1394 (fax)
1.800.265.6102 (toll free)

www.eSolutionsGroup.ca



Kitchener-Waterloo Collegiate and Vocational School

787 King Street West, Kitchener, Ontario, N2G 1E3

• tel: 519-745-6851 • fax: 519-745-1549 • <http://kci.wrdsb.on.ca>

September 16, 2009

Dr. John Tibbits, President
Conestoga College and Institute of Technology and Advanced Learning
299 Doon Valley Drive,
Kitchener, Ontario
N2G 4M4

Dear Dr. Tibbits,

On behalf of The Waterloo Region District School Board Secondary School Principals' Association and the Visual Arts Subject Association, I congratulate and thank Conestoga College for developing a proposal to offer a Bachelor in Visual Design and Entrepreneurship.

Historically, Graphic Design at Conestoga has always been a popular and well-subscribed course at the diploma level for students both in our region and beyond. The additional skill sets which you will develop in business, marketing, visual and interactive design at the new degree level will provide a needed complement and significant augmentation to such Arts training programs.

Staff at the Board and school level in Waterloo Region enthusiastically supports this initiative. We would be happy to provide any assistance you may require to review and develop curriculum and program that meshes with current secondary school practices and direction in Visual Arts and Design.

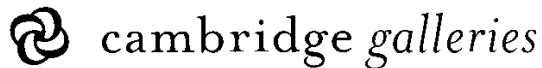
The Waterloo Region District School Board has developed a long and fruitful relationship with Conestoga in Graphic Arts. We look forward to enriched opportunities in the future regarding this degree program in Visual Design and Entrepreneurship.

Should you require more information or comment, I can be reached at jim_rodger@wrdsb.on.ca or 519 696 3070.

Sincerely,

Jim Rodger

Past Chairperson, Secondary School Principals' Association
Principals' Representative, Secondary School Visual Arts Association



QUEEN'S SQUARE
DESIGN AT RIVERSIDE
PRESTON

September 18, 2009

Dr. John Tibbits, President
Conestoga College – Institute of Technology & Advanced Learning
299 Doon Valley Drive
Kitchener, ON N2G 4M4

Dear Dr. Tibbits:

Cambridge Galleries are pleased to endorse Conestoga College's application to offer a four year Bachelor of Design & Entrepreneurship degree program.

We believe that a graduate of this program will enter the work force with a unique skill set that combines both creative and entrepreneurial talents. The proposed curriculum presents a wide range of course offerings including visual design, typography, photography and integrated design on the creative side; and marketing, advertising, communications and financial management on the business side. This degree program is definitely on the right track, providing graduates with a solid base and a definite advantage with which to launch their careers in today's competitive graphic design business environment.

Cambridge Galleries offer public art gallery services and programs from three locations in the City of Cambridge and have a particular interest in design through Design at Riverside, the gallery we operate within the University of Waterloo School of Architecture. If called upon, we would be pleased to assist the College in any review activity related to the relevance and the practicality of the proposed Design & Entrepreneurship program.

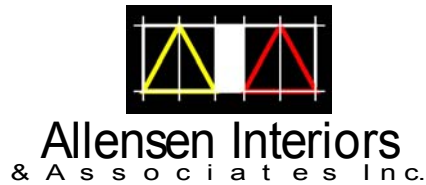
We look forward to continuing this relationship with Conestoga College and participating in the coop program in the future.

For more information on Cambridge Galleries, please visit our website at www.cambridgegalleries.ca. If I can be of any further help, I may be reached at mmisner@cambridgegalleries.ca 519-621-0460 ext. 129 in Cambridge.

Yours truly,

Mary Misner,
Director

1 North Square, Cambridge, Ontario N1S 2K6 T 519.621.0460 F 519.621.2080 www.cambridgegalleries.ca



September 23, 2009

Dr. John Tibbits, President
Conestoga College – Institute of Technology & Advanced Learning
299 Doon Valley Drive
Kitchener, ON N2G 4M4

Reference: "Bachelor of Design & Entrepreneurship Program"

Attention: Dr. John Tibbits
President

Dear Dr. Tibbits:

Allensen Interiors & Associates Inc., acknowledges that the College is applying to offer the above referenced Applied Arts Degree.

Allensen Interiors & Associates Inc. feels that the unique skill set and the diversity of this complex course will offer the graduates areas of business, advertising, marketing, typography, visual design, photography and interactive design.

In today's broad and competitive industry the graduates will not only be competent but also possess the practicality that this program will offer and set an industry standard that is in much demand.

Allensen Interiors & Associates Inc. is willing to participate and assist in reviewing the appropriate portion of the curriculum to ensure the relevance and practicality of the program.

In the past, we have offered co-op positions to Conestoga College Students exclusively and it would still be my intention to do so as the students become available for their respective placements in the workforce.

As a graduate of the college myself, and knowing the quality and my expectation of skilled students graduating, I cannot emphasize the value that these students bring to our community and industry.

For more information on Allensen Interiors & Associates Inc., please do not hesitate to contact me either personally – (519)895-2919, or email: ballensen@allensen.ca.

Kindest

Betty Allensen, ARIDO, IDC, NCIDQ

David Neumann
Interactive Conceptualist
Email: minus@everyone-1.com
Web: www.everyone-1.com

September 28, 2009

Dr. John Tibbits, President
Conestoga College – Institute of Technology & Advanced Learning
299 Doon Valley Drive
Kitchener, ON N2G 4M4

Dear Dr. Tibbits:

I understand that the College is applying to offer a four year Bachelor of Design & Entrepreneurship degree program.

I feel that the graduates of the proposed program will possess a unique skill set with the diversity of complex course offerings in the areas of business, advertising and marketing, typography, visual design, photography and interactive design. We believe the graduates of this program will be a valuable addition in today's broad and competitive graphic design business environment. This is a sound idea and there is a strong industrial need for this program.

I am willing to help Conestoga College by providing assistance in reviewing the appropriate portion of the curriculum to ensure the relevance and practicality of the program.

I am very encouraged by the vision Conestoga College has for not only preparing students for the current workforce, but also the future one by offering courses like the one proposed.

In closing I look forward to a continued relationship with Conestoga College.

For more information on me, please visit my website at www.everyone-1.com I personally may be reached at minus@everyone-1.com at 416-464-7522 in Toronto.

Yours truly,

David Neumann
Emerging Technology Specialist



St. Mary's High School

1500 Block Line Road · Kitchener, Ontario N2C 2S2

Phone: (519) 745-6891 Fax: (519) 745-2256

Website: stmary.wcdsb.ca

September 21, 2009

Dr. John Tibbits, President
Conestoga College – Institute of Technology & Advanced Learning
299 Doon Valley Drive
Kitchener, ON N2G 4M4

Dear Dr. Tibbits:

Donna Jakub, an art teacher at St. Mary's High School, Kitchener understands that the College is applying to offer a four year Bachelor of Design & Entrepreneurship degree program.

St. Mary's High School feels that the graduates of the proposed program will possess a unique skill set with the diversity of complex course offerings in the areas of business, advertising and marketing, typography, visual design, photography and interactive design. We believe the graduates of this program will be a valuable addition in today's broad and competitive graphic design business environment. This is a sound idea and there is a strong industrial need for this program.

Donna Jakub from St. Mary's High School is willing to help Conestoga College by providing assistance in reviewing the appropriate portion of the curriculum to ensure the relevance and practicality of the program.

In the past, we have offered co-op positions to Conestoga College students and it would be our intention to do so in the future. Additionally, as graduates of the program become available, we would be receptive to placing these individuals in our workforce.

In closing, St. Mary's High School looks forward to a continued relationship with Conestoga College.

For more information on St. Mary's High School, please visit our website at <http://stmary.wcdsb.ca/> . I personally may be reached at donna.jakub@wcdsb.ca or at 519-745-6891 in Kitchener.

Sincerely,

Donna Jakub
teacher of Applied Design, St. Mary's High School

Theresa Horan
B.A., B.Ed.
Principal

Gale Daly
B.A. B.Ed. M.S.Ed.
Vice-Principal

Daisy Fedyna
B.A., B.Ed., M.L.S.
Vice-Principal

Daniel Hutter
B.A., M.A., B.Ed.
Vice-Principal

Mark Sauvé
B.A., B.Ed.
Vice-Principal

Rooted in Faith · Learning in Love · Dedicated to Excellence

Appendix 6.3.1: Program Level Learning Outcomes

Design & Entrepreneurship Program Level Learning Outcomes	Course, Course Segments or Workplace requirements that contribute to this outcome. (Course Reference see Table 6.3.2or 6.4.1)
1. Communicate effectively and persuasively through oral, graphic, print and computer media in the preparation of research reports, rationales, thesis work, and final product presentations in 2 dimensional and 3 dimensional formats.	Visual Design I; Drawing 1; Photography I; Typography I; Studio I; Colour Theory; Visual Design II; Drawing II; Photography II; Typography II; Studio II; Typography III; Drawing III – Digital Illustration; Photography III – Digital Image Manipulation; Studio III; Communication Design; Photography IV – Advanced Digital Image Manipulation; Studio IV – Portfolio Development & Presentation; Studies in English Vocabulary, Diction and Style; Interactive Design I; Studio V; Interactive Design II; Studio VI; Graphic Design Thesis I; Studio VII; Graphic Design Thesis II; Studio VIII – Capstone.
2. Adhere to professional, ethical and legal codes of practice and comply with industrial, labour and environmental legislation.	Advertising, Branding & Marketing; Marketing; Media Ethics & Law.
3. Communicate and collaborate with team members and other graphic design service practitioners through the application of principles of human relations and organizational behaviour.	Group Dynamics; Marketing; Organizational Behaviour; Studio V; Studio VI, Co-op I; Co-op II.
4. Demonstrate leadership skills while working with diverse teams.	Group Dynamics; Marketing; Organizational Behaviour; Studio V; Studio VI.
5. Value and respect cultural diversity in the development and execution of design solutions.	Studies in English Vocabulary, Diction and Style; Marketing; International Marketing; World Cultures.
6. Develop plans for lifelong learning, professional development, and the maintenance of technological currency.	Studio IV – Portfolio Development & Presentation; Career Development I; Co-op I; Co-op II; Graphic Design Thesis I; Graphic Design Thesis II; Studio VIII- Capstone.

7. Work effectively and professionally with clients to develop and present graphic design solutions based upon clients' needs and parameters.	Marketing; Organizational Behaviour; Professional Sales & Negotiation; Studio V; Studio VI; Graphic Design Thesis I; Graphic Design Thesis II; Studio VIII- Capstone.
8. Locate and assess research through the use of advanced research techniques in all aspects of design exploration, development and execution.	Advertising, Branding & Marketing; Studio V; Studio VI; Graphic Design Thesis I; Graphic Design Thesis II; Studio VIII- Capstone.
9. Integrate marketing, advertising, consumer research, environmental sensitivity and sustainability into the development of visual design solutions.	Studio I; Studio II; Studio III; Advertising, Branding & Marketing; Canadian Graphic Design & Contemporary Culture; Studio IV – Portfolio Development & Presentation; Marketing; Studio V; Studio VI; Graphic Design Thesis I; Studio VII; International Marketing; Graphic Design Thesis II; Studio VIII- Capstone.
10. Utilize the full scope of design elements, strategies, and techniques to create the most effective solutions to design challenges, both traditional and emergent while working within the requirements of budget and timeframe.	Visual Design I; Drawing 1; Photography I; Typography I; Studio I; Colour Theory; Visual Design II; Drawing II; Photography II; Typography II; Studio II; Typography III; Drawing III – Digital Illustration; Photography III – Digital Image Manipulation; Studio III; Advertising, Branding & Marketing; Communication Design; Photography IV – Advanced Digital Image Manipulation; Studio IV – Portfolio Development & Presentation; Studies in English Vocabulary, Diction and Style; Marketing; Interactive Design I; Studio V; Interactive Design II; Studio VI; Graphic Design Thesis I; Studio VII; Graphic Design Thesis II; Studio VIII – Capstone.
11. Discuss the theoretical, historical and cultural context within which modern graphic design has developed.	Typography I; Colour Theory; History of Graphic Design; Canadian Graphic Design & Contemporary Culture; Studies in English Vocabulary, Diction and Style.
12. Apply financial, entrepreneurial and business management principles and practices in the development and operation of graphic design services.	Advertising, Branding & Marketing; Organizational Behaviour; Professional Sales & Negotiation; Studio V; Career Development I; Small Business Management; Financial Management; Studio VI; Entrepreneurship and New Venture Development; Studio VII.

Appendix 6.3.2: Course Descriptions

Year and Semester	No	Course Title	Calendar Course Description
YEAR 1 Semester 1	1	Visual Design I	Visual Design I establishes fundamental design concepts and processes for visual communications. Students will explore proportion, positive and negative space and representational, abstract, and symbolic images. Students will begin to recognize effective composition and visual design and apply this knowledge during critiques of their peers' presentations. Through field trips, students will explore further the fundamental concepts of visual design.
YEAR 1 Semester 1	2	Drawing I	This is a foundation course emphasizing basic freehand drawing skills and a survey of drawing from an historical perspective. Studio exercises, life drawing, and outdoor exercises will introduce ways of observing and understanding form, shape and details. Perspective and technical drawing will develop additional skills. All projects are monochromatic. Students will experiment with a variety of traditional media such as pastel, pencil, and watercolour.
YEAR 1 Semester 1	3	Photography I	Photography I is an introductory course to traditional and digital photography. Fundamental image formation techniques, aesthetic considerations and the use of the digital still camera will be explored. Special attention to the interrelations of technique and aesthetics will be emphasized, with focus on students achieving an intermediate skill level for application throughout other courses in the program. Field trips will be undertaken to provide photo opportunities with an instructor at hand.
YEAR 1 Semester 1	4	Typography I	This introductory course covers the history of type, type design, and traditional letterforms. Students will understand and begin to utilize the techniques and develop the craftsmanship required for typographic layout and design. The focus is on legibility and readability, as well as typographic communication.
YEAR 1 Semester 1	5	Studio I	This is the first in a series of eight studio courses that provide opportunities to integrate, apply, and build upon the knowledge and skills acquired during the semester. Students will apply the theory they have learned to projects and issues in

			<p>graphic design presented in this studio course. Specific topics will include combining letterforms with photographic images and drawings.</p> <p>Students will be required to make visual and oral presentations and participate in group critiques. Students will also participate in a WHMIS seminar to understand the health and safety issues associated with materials and methods in graphic design. Field trips and guest lecturers will be incorporated to enhance key concepts and applications.</p>
YEAR 1 Semester 1	6	Colour Theory	<p>In this course students will explore the basic psychological and theoretical understanding of colour and its impact and use. The cultural implications of the use of various colours, the historical use of colours, and the science and perception of colour will be explored.</p> <p>Students will learn colour theory through applied exercises and case studies.</p>
YEAR 1 Semester 2	7	Visual Design II	<p>This course is a continuation of Visual Design I. Students will integrate their knowledge of design concepts and processes with their skills in new techniques. Students will work through the preliminary design process and develop the ability to visualize and make aesthetic decisions to communicate competent design solutions. Research, concept generation, and visual and oral presentations are an integral part of this course.</p> <p>Prerequisite: Visual Design I</p>
YEAR 1 Semester 2	8	Drawing II	<p>This course is a continuation of Drawing I. Students, building upon their freehand drawing skills, will complete increasingly complex drawing exercises using different media, including work from their photography and typography courses. Through lectures, field trips, and guest speakers, students will be introduced to drawing and rendering for illustration. They will integrate colour and use a variety of techniques to visually communicate ideas and concepts. Exercises will include the visual interpretation of written and other source material. In addition, students will become aware of, and develop, illustration styles through exercises and projects. Students will be encouraged to share their drawings with others in the course to gain experience in communicating their visual conceptions.</p>

			Prerequisite: Drawing I
YEAR 1 Semester 2	9	Photography II	<p>This course is an advanced photography course, allowing students to develop the skills needed to refine their digital imaging and printing techniques. Design principles, aesthetics, selection processes and presentation will be emphasized. Students will work on assignments and projects that assist them in attaining an advanced skill level for application throughout other courses in the program.</p> <p>Prerequisite: Photography I</p>
YEAR 1 Semester 2	10	Typography II	<p>This course builds upon techniques and theories learned in Typography I. Students will continue to develop and broaden their awareness of the effective use of type. Creativity, visual principles and communication will be stressed. Students will be challenged to solve a wide variety of design communication problems and will be given assignments in text type combined with digital applications, and the rendering of headlines, letterhead design, and logo design.</p> <p>Prerequisite: Typography I</p>
YEAR 1 Semester 2	11	Studio II	<p>In this second studio course students will integrate design concepts with a variety of media, digital imaging and printing specifications, photographic principles, and aesthetic decision making. Special projects will focus on issues, research, and methodology in graphic design. Students will be required to develop and make visual and oral presentations in groups and to participate in group critiques.</p> <p>Prerequisite: Studio I</p>
YEAR 1 Semester 2	12	Group Dynamics LIBS7150	<p>Interpersonal communication and team work are essential elements in both work and social settings. An experiential approach – learning by doing - assists the participant to become an effective group member. Team activities will enhance participants' skills to work with a variety of personalities in diverse situations.</p>
YEAR 2 Semester 1	13	Typography III	<p>Through experimentation, students will deepen their understanding of the use of type as an effective communication tool. Students will demonstrate their advanced knowledge through a series of projects using the appropriate software in a Mac environment. Attention to type, from page layout to combining type with illustration,</p>

			<p>photography, and other media, will be stressed. Students will synthesize the learning to date by effectively using type in prescribed applications.</p> <p>Prerequisite: Typography II</p>
YEAR 2 Semester 1	14	Drawing III – Digital Illustration	<p>In this course students will utilize a variety of current software programs in a Mac environment. Through the completion of a range of exercises, students will develop the skills necessary to electronically create images. Illustrations completed in Drawing I and II may be converted, enhanced, and re-drawn electronically. Students will manipulate shapes and combine text and graphics to create digital illustrations.</p> <p>Prerequisite: Drawing II</p>
YEAR 2 Semester 1	15	Photography III – Digital Image Manipulation	<p>This course builds on the skills and knowledge acquired in Photography I and II and expands application of the tools and methods associated with digital image manipulation. Emphasis will be on specific exercises to enhance the student's ability to use appropriate software and associated peripherals to prescribed standards.</p> <p>Prerequisite: Photography II</p>
YEAR 2 Semester 1	16	History of Graphic Design	<p>This course is a survey of the origins, history and theory of design through an examination of prominent movements and people, covering the time periods from Gutenberg up to the present day. The distribution and management of information in print will also be studied. This course will introduce the principles, politics and powers of cultures that have influenced design, including sustainable design. Both two-dimensional and three-dimensional examples will be explored.</p>
YEAR 2 Semester 1	17	Studio III	<p>This third studio course provides the opportunity to integrate information from the semester's current delivery of courses with the past two studio courses. The integration of issues, research methodology and historical context will be emphasized in specific projects such as a logo design project. Students will be required to integrate complex text and visual information into solutions to prescribed cases and to assess and justify research used to support design solutions. Students will be presented with team problem solving exercises and case studies for analysis.</p> <p>Through field trips students will explore the historical influences of graphic design on culture and society. They will be required to make visual and oral presentation and to participate in group critiques.</p>

			Prerequisite: Studio II
YEAR 2 Semester 1	18	Breadth Elective	Students choose one elective course from an array of liberal studies courses being offered.
YEAR 2 Semester 2	19	Advertising , Branding & Marketing	Leading organizations today are creating and managing their communications in an integrated fashion, with coordination in terms of messages, positioning, and timing, all developed in support of overall organizational objectives. This course provides an integrative approach to the study of the interrelationship of advertising, branding, marketing and public relations. Topics include an evaluation of the role of promotion in marketing and the economy; the formulation and analysis of promotional goals; planning, organizing, and controlling the promotion function; creative planning; and budgeting and media selection. Through case studies and practical exercises, students will learn how to reach appropriate target publics in an effective, cost-efficient and measurable way.
YEAR 2 Semester 2	20	Communication Design	Students will synthesize their learning experiences with the creation of original artwork and preparation of files for print production. Working in a digital environment, students will produce multiple page layouts with consideration to file organization. This course will integrate a number of industry standard software applications. Prerequisite: Drawing III – Digital Illustration
YEAR 2 Semester 2	21	Photography IV – Advanced Digital Image Manipulation	In Photography IV, students will utilize photographs and prints from previous courses in specified applications. Additional complex exercises will enhance the student's ability to fully understand the potential and application of digital image manipulation software. Students will work on assignments that contribute to their personal portfolio. Prerequisite: Photography III – Digital Image Manipulation
YEAR 2 Semester 2	22	Canadian Graphic Design & Contemporary Culture	In this course students will explore various influences on the development of Canadian graphic design, including sustainable design. Students will also assess the role of Canadian contemporary graphic design and designers on social, political, cultural and economic life. Through field trips students will begin to appreciate the richness of Canadian graphic design contributions to Canadian society and

			<p>contemporary culture. Students will research the influence of design in contemporary Canadian society and, through guest lectures, will understand the role of the Society of Graphic Designers of Canada and RGD Ontario.</p> <p>Prerequisite: History of Graphic Design</p>
YEAR 2 Semester 2	23	Studio IV – Portfolio Development & Presentation	<p>In addition to the synthesis of learning that occurs in the Studio environments, students will be required to maintain a portfolio as a 'work in progress' throughout the semester. Presentations of specific projects will be critiqued and analyzed by students and faculty. Through field trips, exercises, critiques and faculty guidance, students will begin to develop an individual portfolio of work for professional presentation.</p> <p>Prerequisite: Studio III</p>
YEAR 2 Semester 2	24	Studies in English Vocabulary, Diction and Style	<p>This course teaches the origin of scientific and literary terms; foreign phrases in current use; borrowing of words into English from other languages; and the relationship between meaning and culture and meaning and content. It also covers topics of English diction and style and their applications in written communication.</p>
YEAR 3 Semester 1	25	Marketing MKT1090	<p>This course introduces the basic theories and concepts in marketing as well as an understanding of how these concepts are applied in the management of a company. The application of the marketing mix is illustrated. Other topics include examination of environmental factors, ethics and social responsibility, theories of buying behaviour, primary and secondary research, industrial and consumer markets, and targeting and positioning.</p>
YEAR 3 Semester 1	26	Organizational Behaviour BUS1200	<p>This degree course is a study of group behaviour and how the effective use of best practices must be adapted for use in an international setting. Topics include motivation; group dynamics; roles, norms and status; decision-making; power and control; conflict; and leadership.</p>
YEAR 3 Semester 1	27	Interactive Design I	<p>This course will introduce students to the opportunities and limitations of interactive design through the use of case studies and projects. Students will develop structural models and navigation systems and manage and develop content utilizing the skills mastered in concurrent courses. Students will develop skills in the use of current</p>

			<p>interactive design and authoring tools for applications such as web design and animation.</p> <p>Prerequisite: Visual Design II</p>
YEAR 3 Semester 1	28	Professional Sales & Negotiation	<p>This is a course in professional sales and negotiations, exposing students to strategies for selling creative concepts through numerous role playing exercises. Students examine the negotiation process and strategic approaches to develop, strengthen, and manage customer relationships.</p>
YEAR 3 Semester 1	29	Studio V	<p>This is the fifth studio course and it builds upon the skills and knowledge acquired in previous studios, as well as concurrent courses requiring applications associated with technology, software and business. Advanced design projects and case presentations will begin to include marketing data and business plans as part of the parameters. Students will focus on developing sales campaign materials for a sales-based organization, such as a manufacturing firm, an insurance company, or a banking institution. Working in teams, they will research their assigned organization and develop a range of viable design solutions. The ability to work and communicate effectively within a team environment is stressed. Visual and oral presentations to peers, faculty and external professionals are required. In-class critiques and project milestones will help students to shape their final presentation. Students must also participate in local and national design competitions.</p> <p>Prerequisite: Studio IV – Portfolio Development & Presentation</p>
YEAR 3 Semester 1	30	Career Development I CDEV1020	<p>This mandatory course prepares students for job searching for their co-op work terms and for post-graduate careers. Students will learn to critically evaluate their skills, attitudes, and expectations and evaluate and interpret available opportunities in the workplace. Self-marketing techniques using resumes, cover letters, cold-calls, and interviewing will be learned and students will learn the expectations, rules, and regulations that apply in the workplace with regards to social, organizational, ethical, and safety issues.</p>
YEAR 3 Semester 2	31	Small Business Management	<p>In this course, students examine the vital role of small business in the Canadian economy and key functions for managing a small business enterprise. Through discussions of case studies, readings and a major project, students apply the</p>

			functional areas of small business management including operations, human resources, marketing and financial management. Students integrate these functions in a business simulation involving planning and management of client accounts.
YEAR 3 Semester 2	32	Media Ethics & Law	<p>Media Ethics and Law introduces the law and ethics of working in the media industries. Students gain the necessary knowledge and appreciation of Canadian law relating to media and are provided with an ethical framework within which to practice design. Subjects include the Canadian Constitution, Charter of Rights and Freedoms, copyright, intellectual property, criminal code, censorship, and libel. Contemporary ethical issues will be discussed, such as minority rights, racism, bio-medical technology, capital punishment, pornography, poverty, and the environment.</p> <p>Through case studies, students will discuss ethical conduct and practices involving graphic design and advertising. Guest speakers will be invited to share their knowledge and experience. Students will apply the knowledge gained in this course throughout the remainder of their studies.</p>
YEAR 3 Semester 2	33	Interactive Design II	<p>In this course students will apply web authoring and other advanced techniques to craft interactive solutions to complex design cases and briefs. The focus will be on using technology to the best advantage in specialized applications. Students will gain experience with current industry standard software such as Photoshop, Illustrator, Director, Flash, Premiere, DreamWeaver, QuarkXPress and Fireworks and experiment with emerging technologies to create innovative design solutions.</p> <p>Prerequisite: Interactive Design I</p>
YEAR 3 Semester 2	34	Financial Management FIN2080	<p>Employees and small business owners need financial management skills to make decisions and manage projects. This course for non-accounting students covers aspects of both financial accounting and management accounting. Students will be able to apply concepts of financial accounting to both personal and business situations, including the preparation and use of basic financial statements. Management accounting topics will allow the students to understand cost behaviour and its use in decision-making, evaluate capital investments, and prepare operating budgets.</p>
YEAR 3 Semester 2	35	Studio VI	<p>This sixth studio course builds upon the skills and knowledge acquired in previous studios, as well as concurrent courses requiring skills and knowledge associated with emerging technology and software. Working with a community not-for-profit</p>

			<p>organization such as: Waterloo Region Food Bank, Supportive Housing of Waterloo, and The Working Centre, students will perform research such as an environmental scan and a brand analysis for the organization. Based on their findings, students will develop a marketing proposal, including proposed communication materials, to advance the goals of the organization. Students will be required to make visual and oral presentations, participate in group critiques, analyze case studies, and enter local, national and/or international competitions.</p> <p>Prerequisite: Studio V</p>
YEAR 3 Semester 2	36	Breadth Elective	Students choose one elective course from an array of liberal studies courses being offered.
YEAR 3 Semester 3		Co-op Work Term I	<p>Co-op Work Term I will provide students with employment opportunities and experiences within the professions of graphic design, marketing or advertising. Students will increase their understanding of employer expectations with regards to the values, knowledge and skills required to gain employment in these fields. Students will have opportunities to apply their learning experiences, graphic design skills and knowledge to design solutions in a professional environment. They will be able to demonstrate their understanding of the historical, societal, economic and cultural influences on design and demonstrate their understanding of organizational behaviour, marketing, business management, and media ethics, as well. The employment setting will provide tasks and responsibilities consistent with the student's level of competency. As part of this work term, students should begin to assess their own learning and career goals.</p>
YEAR 4 Semester 1		Co-op Work Term II	<p>Co-op Work Term II will continue to provide students with employment opportunities and experiences within the professions of graphic design, marketing or advertising. This course will consolidate students' understanding of the role of design agencies. The employment setting will enable students to further apply their knowledge of design, current typographical, illustrative, web and photographic solutions, image manipulation, visual and oral presentations, branding, marketing and business management. The employment setting will provide tasks and responsibilities</p>

			consistent with the student's level of competency. Students should realize their own learning and career goals.
YEAR 4 Semester 2	37	Entrepreneurship and New Venture Development	This comprehensive course integrates concepts relating to creativity and personal entrepreneurial characteristics with knowledge and skills essential for planning and developing a new venture. Entrepreneurial processes involved in transforming ideas into commercial ventures are examined through discussion of readings and case studies. A group research project is designed to provide experience and develop skills relating to creativity and feasibility analysis. Working in teams, students conduct a competitive analysis and assess the feasibility of a new business venture. Students apply their knowledge and skills to the creation of a comprehensive plan for a new venture, incorporating operational, human resources, marketing and financial plans. In addition to a written plan, using oral presentation skills in conjunction with presentation software, students will present their new venture plan to a panel of entrepreneurs and business professionals.
YEAR 4 Semester 2	38	Graphic Design Thesis I	<p>The main objective of this course is for the student to work independently on the development of a thesis topic and the creation of a proposal. This course will provide the opportunity to synthesize theories, concepts and techniques learned in previous years and apply this knowledge. The thesis proposal will entail a comprehensive study of an international charity or not-for-profit organization. Students will research areas such as current communication strategies and materials, identify gaps and opportunities related to the organization's demographics and its messaging, and develop a formal written proposal based upon their findings.</p> <p>The student will prepare the initial thesis proposal including both written and visual material to illustrate and support the proposal.</p> <p>Prerequisite: Interactive Design II</p>
YEAR 4 Semester 2	39	Studio VII	The seventh studio course builds upon the skills and knowledge acquired in previous studios, concurrent courses requiring applications associated with emerging technology and software, and business management and accounting practices. This course provides an opportunity for students to realistically consider their entrepreneurial options. Students will develop business plans for their own independent design studio, including competitive analysis, market saturation, SWOT

			<p>analysis and financial plans. With this information in hand, students will then develop a brand and communication materials, including applicable web and emerging technologies.</p> <p>Prerequisite: Studio VI</p>
YEAR 4 Semester 2	40	Breadth Elective	Students choose one elective course from an array of liberal studies courses being offered.
YEAR 4 Semester 3	41	International Marketing MKT2200	International Marketing exposes students to the challenges and opportunities which exist in a global environment. Managing all aspects of the marketing function in an international setting will be examined. Specific attention will be given to entry strategies for international markets as well as international promotion and pricing.
YEAR 4 Semester 3	42	Graphic Design Thesis II	<p>This course is a continuation and conclusion of Graphic Design Thesis I. Guidance is provided by faculty on a weekly basis within the Studio VIII course. Students will build on their initial research and on the proposal they produced in Thesis I. They will focus on their chosen not-for-profit organization and execute a comprehensive campaign with consideration of professional standards, budgetary constraints, and appropriate media. They will prepare and present a substantive thesis that includes written and visual material. Students will defend their thesis at a formal presentation.</p> <p>Prerequisite: Graphic Design Thesis I</p>
YEAR 4 Semester 3	43	Studio VIII – Capstone	<p>The eighth and final studio course is the culmination of knowledge and skills acquired in previous studios, as well as concurrent courses requiring applications associated with emerging technology and software. Guidance with Thesis development is provided by faculty on a weekly basis within the Studio VIII course.</p> <p>In addition to thesis work, students will be developing their final portfolios. Throughout the semester critical assessments will be made of final projects that comprise the portfolio. Portfolio elements will be analyzed and critiqued by peers, faculty and external professionals. The final professional portfolio can be utilized in seeking employment in the graphic design profession. Participation in local and national design competitions is a course requirement.</p> <p>Prerequisite: Studio VII</p>

YEAR 4 Semester 3	44	World Cultures LIBS7200	In this course students will critically identify and examine issues in cultural diversity. Specifically, students will focus on topics pertaining to inequality in various social settings, including: race, ethnicity, and religion. Incorporating social and legal explanations of diversity, students develop an understanding of the impacted groups and develop interaction strategies which demonstrate respect of diversity.
YEAR 4 Semester 3	45	Breadth Elective	Students choose one elective course from an array of liberal studies courses being offered.

Appendix 6.3.3.1: Program Hour/Credit Conversion Justification

1. Does the program include laboratory components?

☐ Yes ☒ No

2. If “yes”, will the calculation of program breadth be based on a conversion of all program hours into program credits?

☐ Yes ☐ No

3. If “yes”, complete Table 6.3.3.1. If “no”, proceed to Appendix 6.3.3.2

Appendix 6.3.3.2: Academic Course Schedule (s)

TERM	Year and Sem	Ref No	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Total Hours	Course Prerequisites and Co-requisites	Proposed Lead Instructor	Qualification
1	Year 1 Semester 1	1	Visual Design I	45			45		To be hired 1	Masters
		2	Drawing I	45			45		To be hired 1	Masters
		3	Photography I	45			45		Mark Derro	MSc
		4	Typography I	45			45		John Baljkas	MFA, BFA
		5	Studio I	120			120		John Baljkas	MFA, BFA
		6	Colour Theory	45			45		To be hired - contract	Masters
2	Year 1 Semester 2	7	Visual Design II	45			45	1	To be hired 1	Masters
		8	Drawing II	45			45	2	To be hired 1	Masters
		9	Photography II	45			45	3	Mark Derro	MSc
		10	Typography II	45			45	4	John Baljkas	MFA, BFA
		11	Studio II	120			120	5	John Baljkas	MFA, BFA
		12	Group Dynamics LIBS7150		45		45		Barb Primeau	M.Ed, BA
4	Year 2 Semester 1	13	Typography III	45			45	10	John Baljkas	MFA, BFA
		14	Drawing III - Digital Illustration	45			45	8	To be hired 1	Masters
		15	Photography III - Digital Image Manipulation	45			45	9	To be hired 2	Masters
		16	History of Graphic Design	45			45		To be hired - contract	Masters
		17	Studio III	120			120	11	To be hired 2	Masters
		18	Breadth Elective		45		45		School of Liberal Studies	PhD, Masters
5	Year 2 Semester 2	19	Advertising, Branding & Marketing		45		45		PR Degree Program Hire	PhD
		20	Communication Design	45			45	14	To be hired 2	Masters
		21	Photography IV - Advanced Digital Image Manipulation	45			45	15	To be hired - contract	Masters
		22	Canadian Graphic Design & Contemporary Culture	45			45	16	To be hired - contract	Masters
		23	Studio IV - Portfolio Development & Presentation	120			120	17	John Baljkas/To be hired 2	MFA, BFA/Masters
		24	Studies in English Vocabulary, Diction and Style		45		45		Daniel Guo	PhD

TERM	Year and Sem	Ref No	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Total Hours	Course Prerequisites and Co-requisites	Proposed Lead Instructor	Qualification
7	Year 3 Semester 1	25	Marketing MKT1090			45	45		Dea Watson	MBA
		26	Organizational Behaviour BUS1200	45			45		D. Smiderle	PhD
		27	Interactive Design I	45			45	7	To be hired 2	Masters
		28	Professional Sales & Negotiation	45			45		Julie Brown	MBA
		29	Studio V	120			120	23	To be hired 4	Masters
		30	Career Development I CDEV1020		16		16		Co-op Staff	
8	Year 3 Semester 2	31	Small Business Management	45			45		Larry Drew	MBA
		32	Media Ethics & Law			45	45		Mark Zlomislic	PhD
		33	Interactive Design II	45			45	27	To be hired 2	Masters
		34	Financial Management FIN2080	45			45		Mike Kauk	MBA, CA
		35	Studio VI	120			120	29	To be hired 4	Masters
		36	Breadth Elective		45		45		School of Liberal Studies	PhD, Masters
9	Year 3 Sem 3		Co-op Work Term I							
10	Year 4 Sem 1		Co-op Work Term II							
11	Year 4 Semester 2	37	Entrepreneurship and New Venture Development	90			90		Geoff Linton	MBA, P.Eng.
		38	Graphic Design Thesis I	45			45	33	To be hired 3	Masters
		39	Studio VII	120			120	35	To be hired 3	Masters
		40	Breadth Elective		45		45		School of Liberal Studies	PhD, Masters
12	Year 4 Semester 3	41	International Marketing MKT2200		75		75		Robert Sloan	MBA, BEd, BA
		42	Graphic Design Thesis II	45			45	39	To be hired 3	Masters
		43	Studio VIII - Capstone	120			120	40	To be hired 3	Masters
		44	World Cultures LIBS7200		45		45		Amanda Johnstone	MA
		45	Breadth Elective		45		45		School of Liberal Studies	PhD, Masters
			Subtotal Course Hours	2130	451	90	2671			
			Total Program Hours		2671					
			Percentage of Program offered in DO and DL course		20			Must be at least 20% of total program		
			Percentage of the breadth courses offered in DO courses		83			Must be at least 75% of the total DO and DL courses		
			Percentage of the breadth courses offered in DL courses		17			Must not be greater than 25% of the total DO and DL courses		

Appendix 6.4.2: Identification of Previously Assessed Subjects

TYPE: DW = Within the discipline
 DL = Linked to the discipline
 DO = Outside of the discipline

NOTE: All courses and Breadth Electives already approved by PEQAB and those that are currently under review in another degree proposal are listed in this Appendix. All new courses and new Breadth Electives that Conestoga proposes to offer are further developed in Appendix 6.4.

Ref No	Subject Title	Type	Consent Program	Consent Granted
1	Visual Design I	DW		
2	Drawing I	DW		
3	Photography I	DW		
4	Typography I	DW		
5	Studio I	DW		
6	Colour Theory	DW		
7	Visual Design II	DW		
8	Drawing II	DW		
9	Photography II	DW		
10	Typography II	DW		
11	Studio II	DW		
12	Group Dynamics LIBS7150	DO	Bachelor of Applied Business International Business Management	2005
13	Typography III	DW		
14	Drawing III – Digital Illustration	DW		
15	Photography III – Digital Image Manipulation	DW		
16	History of Graphic Design	DW		
17	Studio III	DW		
19	Advertising, Branding & Marketing	DO	BAA, Public Relations	Awaiting consent 2009
20	Communication Design	DW		
21	Photography IV –	DW		

	Advanced Digital Image Manipulation			
22	Canadian Graphic Design & Contemporary Culture	DW		
23	Studio IV – Portfolio Development & Presentation	DW		
24	Studies in English Vocabulary, Diction and Style	DO	BAA, Public Relations	Awaiting consent 2009
25	Marketing MKT1090	DL	Bachelor of Applied Business International Business Management	2005
26	Organizational Behaviour BUS1200	DW	Bachelor of Applied Business International Business Management	2005
27	Interactive Design I	DW		
28	Professional Sales & Negotiation	DW		
29	Studio V	DW		
30	Career Development I CDEV1020	DO	Bachelor of Applied Business International Business Management	2005
31	Small Business Management	DW		
32	Media Ethics & Law	DL		
33	Interactive Design II	DW		
34	Financial Management FIN2080	DW	Bachelor of Applied Business International Business Management	2005
35	Studio VI	DW		
37	Entrepreneurship and New Venture Development	DW		
38	Graphic Design Thesis I	DW		
39	Studio VII	DW		
41	International Marketing MKT2200	DO	Bachelor of Applied Business International Business Management	2005

42	Graphic Design Thesis II	DW		
43	Studio VIII - Capstone	DW		
44	World Cultures LIBS7200	DO	Bachelor of Applied Business International Business Management	2005
Ref No	Breadth Elective Courses	Type	Consent Program	Consent Granted
18, 36, 40, 45	Students to choose electives as offered from the list below:			
	History of Advanced Structures	DO	Renewal of consent BAT Architecture – Project and Facility Management	2009
	Urban and Regional Planning	DO	Renewal of consent BAT Architecture – Project and Facility Management	2009
	Project Management Methods and Tools	DO	Renewal of consent BAT Integrated Advanced Manufacturing Technologies	2007
	Environment, Health & Ergonomics	DO	Renewal of consent BAT Integrated Advanced Manufacturing Technologies	2007
	Human Resources Management	DO	Renewal of consent BAT Integrated Advanced Manufacturing Technologies	2007
	Introduction to Health Informatics	DO	BAHSc Health Informatics Management	2004
	Science, Technology and Society	DO	BAB International Business Management	2005
	Critical and Creative Thinking Skills	DO	BAB International Business Management	2005
	Interpersonal Conflict Management Skills	DO	BAB International Business Management	2005
	International Communications	DO	BAB International Business Management	2005
	Applied Communications	DO	BAB International Business Management	2005
	Introduction to Macroeconomics	DO	BAB International Business Management	2005

	Introduction to Microeconomics	DO	BAB International Business Management	2005
	Manufacturing Concepts	DO	BAB International Business Management	2005
	Introduction to Spanish Language and Culture	DO	BAHS Community and Criminal Justice	2009
	Introduction to French Language and Culture	DO	BAHS Community and Criminal Justice	2009
	Cultural Diversity in the Workplace	DO	BAHS Community and Criminal Justice	2009
	Intercultural Communication Skills	DO	BAHS Community and Criminal Justice	2009
	The Use of Laughter: Comedy & Satire	DO	BAA, Public Relations	Awaiting consent
	Introduction to Chinese Language and Culture	DO	BAA, Public Relations	Awaiting consent
	Examining Social Problems in Canadian Society	DO	BAA, Public Relations	Awaiting consent
	Multiculturalism	DO	BAA, Public Relations	Awaiting consent
	Desire in Literature	DO	BAA, Public Relations	Awaiting consent
	Political Structures and Issues	DO	BAT Architecture – Interior Design	PEQAB review
	Introduction to Sociology	DO	BAT Architecture – Interior Design	PEQAB review
	The Psychology of Mindfulness	DO	BAT Architecture – Interior Design	PEQAB review
	Essentials of Canadian History	DO	BAT Architecture – Interior Design	PEQAB review
	Introduction to Philosophy	DO		NEW
	Introduction to Post Modernism	DO		NEW
	Life Balance: The Quest for Wellness	DO		NEW
	Quest for Meaning	DO		NEW
	Psychology: Basic Processes	DO		NEW

Appendix 6.5.1: Support for Work Experience

Conestoga College's Co-op and Career Services department will appoint an Employer Relations Consultant Co-op Advisor to assist the Design & Entrepreneurship degree program. This individual will build upon the College's existing relationships with Professional Development Advisory Committee members, current Graphic Design diploma program supporters, and employers, in order to develop suitable co-op work terms for our students. Furthermore, the Consultant will proactively source and foster relationships with employers within the graphic design and related fields who are new to Conestoga's co-op services to identify comprehensive work term opportunities.

The Employer Relations Co-op Advisor will liaise with faculty and members of the College community in order to co-ordinate job development effort. The Employment Advisor will advise and assist students in securing co-op work terms through job search support and pre-employment training. Feedback regarding the student's progress is collected through an on-line survey approximately 4-6 weeks after the start of the work term. The Employer Relations Consultant and the Employment Advisor will meet with the student and or employer in person when appropriate. At the end of the work term, the employer provides a formal written evaluation of the student's work

Design & Entrepreneurship Program Structure

Academic Year	Fall (September)	Winter (January)	Spring (May)
Year 1	On-campus studies	On-campus studies	
Year 2	On-campus studies	On-campus studies	
Year 3	On-campus studies	On-campus studies	Paid full-time Co-op Work Term I *
Year 4	Paid full-time Co-op Work Term II *	On-campus studies	On-campus studies

*There are two Co-op Work Term opportunities during the 4 year degree program. Only one Work Term is required for graduation. A paid work term is a minimum of 14 consecutive weeks.

Local and regional employers have welcomed students to their workplace since 1991 when work terms were first introduced at Conestoga College. Conestoga currently has more than 3,000 employers in their Co-op database. Actual co-op enrollment for 2008/2009 is 1,710 students.

The first work term student in Design & Entrepreneurship is expected to be available no earlier than 2013; therefore it is premature to obtain a firm commitment from work term placement at this time. Nevertheless, we have obtained letters of support that are included in Appendix 6.2.2.

Appendix 6.5.2: Work Experience Outcomes and Evaluation

NOTE: Numbers in column 2 reflect the program outcomes that are listed at the end of this chart.

Common Work Experience Outcomes		How work experience puts into practice the program outcomes	Method of evaluating student during placement
Co-op Work Term I			
1.	Apply professional typographic standards to design projects.	1, 10	<ul style="list-style-type: none"> Work Term Progress Reports – online reporting Mid-term Evaluation – by student and employer (on site visit if required) Final Performance Evaluation – by employer Updated Resume
2.	Creatively implement and coordinate elements in the research and design of graphic design projects in conjunction with others.	1, 3, 4, 5, 7, 8, 9, 10, 12	
3.	Research project-related elements.	1, 8	
4.	Facilitate art direction of photography for design projects.	1, 10	
5.	Participate in press approvals.	1	
6.	Demonstrate an understanding of contemporary culture in relation to marketing demographics.	5, 11	
7.	Demonstrate an understanding of the principles and applications of interactive design.	1, 10	

8.	Demonstrate an understanding of media ethics and law.	2, 5	
9.	Continually improve personal management skills to accommodate workplace expectations.	3	
10.	Demonstrate appropriate human relation skills for the workplace.	3, 4, 5, 7	
11.	Understand and apply occupational health and safety regulations.	2	
12.	Interact and communicate effectively with supervisors and fellow workers.	3, 4, 5	
13.	Improve interpersonal skills to match evolving employer requirements and expectations.	3, 4	
14.	Modify performance goals to match evolving workplace requirements.	6	
15.	Demonstrate initiative in completing assigned tasks.	1, 3	
16.	Organize work effectively and complete assigned tasks efficiently and on time.	3	
17.	Perform effectively as part of a team to meet project standards and deadlines.	3, 5	

Common Work Experience Outcomes	How work experience puts into practice the program outcomes	Method of evaluating student during placement
Co-op Work Term II		
1. Apply professional typographic standards to design projects.	1, 10	<ul style="list-style-type: none"> ▪ Work Term Progress Reports – online reporting ▪ Mid-term Evaluation – by student and employer (on site visit if required) ▪ Final Performance Evaluation – by employer ▪ Updated Resume
2. Creatively implement and coordinate elements in the research and design of graphic design projects in conjunction with others.	1, 3, 4, 5, 7, 8, 9, 10, 12	
3. Research project-related elements.	1, 8	
4. Facilitate art direction of photography for design projects.	1, 10	
5. Participate in press approvals.	1	
6. Demonstrate an understanding of contemporary culture in relation to marketing demographics.	5, 11	
7. Demonstrate an understanding of the principles and applications of interactive design.	1, 10	
8. Demonstrate an understanding of media ethics and law.	2, 5	

9.	Continually improve personal management skills to accommodate workplace expectations.	3	
10.	Demonstrate appropriate human relation skills for the workplace.	3, 4, 5, 7	
11.	Understand and apply occupational health and safety regulations.	2	
12.	Interact and communicate effectively with supervisors and fellow workers.	3, 4, 5	
13.	Improve interpersonal skills to match evolving employer requirements and expectations.	3, 4	
14.	Modify performance goals to match evolving workplace requirements.	6	
15.	Demonstrate initiative in completing assigned tasks.	1, 3	
16.	Organize work effectively and complete assigned tasks efficiently and on time.	3	
17.	Perform effectively as part of a team to meet project standards and deadlines.	3, 5	

Design & Entrepreneurship Degree Program Outcomes

Through successful completion of this program, the graduate will have reliably demonstrated the ability to:


1. Communicate effectively and persuasively through oral, graphic, print and computer media in the preparation of research reports, rationales, thesis work, and final product presentations in 2 dimensional and 3 dimensional formats.

2. Adhere to professional, ethical and legal codes of practice and comply with industrial, labour and environmental legislation.
3. Communicate and collaborate with team members and other graphic design service practitioners through the application of principles of human relations and organizational behaviour.
4. Demonstrate leadership skills while working with diverse teams.
5. Value and respect cultural diversity in the development and execution of design solutions.
6. Develop plans for lifelong learning, professional development, and the maintenance of technological currency.
7. Work effectively and professionally with clients to develop and present graphic design solutions based upon clients needs and parameters.
8. Locate and assess research through the use of advanced research techniques in all aspects of design exploration, development and execution.
9. Integrate marketing, advertising, consumer research, environmental sensitivity and sustainability into the development of visual design solutions
10. Utilize the full scope of design elements, strategies, and techniques to create the most effective solutions to design challenges, both traditional and emergent while working within the requirements of budget and timeframe.
11. Discuss the theoretical, historical and cultural context within which modern graphic design has developed
12. Apply financial, entrepreneurial and business management principles and practices in the development and operation of graphic design services.

7:Program Delivery Standard

Appendix 7.1.1: Quality Assurance Policies

Quality assurance in the delivery of academic programs is attributable to ongoing processes that result in continual improvements. These improvements result from the evaluation of evidence arising from processes which have been documented in accordance with the College quality policies that are themselves approved by the Board of Governors. See also Appendix 11 Program Evaluation Standard.

	Approved by: Academic Coordinating Committee
	Authorizer: Executive Dean, Academic Administration
	Effective Date: August 26, 2009
Policy Title: Program Quality Assurance	

Policy Statement:

All Conestoga programs will be subject to regular and continual quality assurance processes and mechanisms. In particular, program delivery methods are to be validated and reviewed against a framework of quality pedagogical practices.

Quality assurance in the delivery of academic programs is attributable to ongoing processes that result in continual improvements. These improvements result from the evaluation of evidence arising from processes which have been documented in accordance with the institutional quality policies that are themselves approved by the Board of Governors.

Scope:

This policy applies to all Conestoga programs.

Definitions:

Academic Coordinating Committee: It is the responsibility of this body to discuss and approve all new program development initiatives.

Degree Management Committee: It is the responsibility of this body to discuss all proposed degree development, review, revision, and renewal activity.

PAC: Program Advisory Committee recommendation is required for all program development and revision, in accordance with MTCU policy.

PEQAB: The Postsecondary Education Quality Assessment Board is an arms-length advisory agency that makes recommendations to the Minister of Training, Colleges and Universities of Ontario on applications for ministerial consent under the terms of the Post-secondary Education Choice and Excellence Act, 2000.

Program: A program is a planned and coordinated selection of courses delivered to an identified student body, at the successful conclusion of which an appropriate credential will be awarded.

Policy Statement:

Each post-secondary program will ensure that quality assurance mechanisms are put into place to ensure that best practices in program delivery are adhered to.

Formal mechanisms of quality assurance are to be targeted to the following concerns:


- Learning outcomes
- Curricular improvements
- Teaching and learning improvements
- Overall delivery of programs and other services
- Expertise and sufficient resources to support delivery

References:

Degree Development and Review Policy
Degree Review and Revision Procedure
Program Development Policy and Procedure
Conestoga Organisational Chart
Conestoga Goals and Objectives
Degree Quality Assurance Procedure
PEQAB Documentation

Revision Log:

Revision Date	Summary of Changes
May 12 2009	Policies and Procedures Committee - Approved
August 10 2009	Degree Management Committee - Approved
August 26 2009	Academic Coordinating Committee - Approved

	Approved by: Academic Coordinating Committee
	Authorizer: Executive Dean, Academic Administration
	Effective Date: August 26, 2009
Policy Title: Program Quality Assurance Procedure	

Procedure Statement:

All Conestoga programs will be subject to regular and continual quality assurance processes and mechanisms. In particular, program delivery methods are to be validated and reviewed against a framework of quality pedagogical practices. This can be accomplished by both external assessment and internal processes.

For degrees, assessment is to be carried out on a yearly basis, as per the Degree Development and Review Policy, and the Degree Revision and Review Procedure.

This procedure defines how programs will be subjected to regular and ongoing internal quality assurance processes related to:

- learning outcomes
- curriculum
- teaching and learning
- program delivery
- expertise and sufficient resources to support delivery

Scope:

This procedure applies to all Conestoga programs.

Definitions:

Academic Coordinating Committee: It is the responsibility of this body to discuss and approve all new program development activity.

Degree Management Committee: It is the responsibility of this body to discuss all proposed degree development, review, revision, and renewal activity.

PAC: Program Advisory Committee recommendation is required for all program development and revision, in accordance with MTCU policy.

PEQAB: The Postsecondary Education Quality Assessment Board is an arms-length advisory agency that makes recommendations to the Minister of Training, Colleges and Universities of Ontario on applications for ministerial consent under the terms of the Post-secondary Education Choice and Excellence Act, 2000.

Program: A program is a planned and coordinated selection of courses delivered to an identified student body, at the successful conclusion of which an appropriate credential will be awarded.

Procedure:

In addition to yearly external assessments of all programs, the following internal quality assurance processes are to be carried out.

Learning outcomes:

- Student achievement of program and course learning outcomes shall be assessed on a regular and ongoing basis. This shall be done by course evaluation methodologies that have been designed and validated to achieve this purpose
- Revisions to learning outcomes are to be conducted as part of the annual curriculum review process. Faculty are to gather evidence of student success in achieving learning outcomes, both at the program and course level, and are to make appropriate changes to teaching methods, content, etc. to enhance student success
- Changes to learning outcomes are to be based on maintaining currency and relevance. In addition, any proposed changes are to take into account curriculum, bridging requirements, and admission procedures that affect related college diploma programs
- Curriculum Consultants are to be involved in any review and/or revision of learning outcomes, as appropriate

Curricular improvements:

- Course outlines are to be reviewed on an annual basis by individual professors in consultation with other faculty teaching in that program. These are then to be reviewed and approved by the Chair/Executive Dean who ensures that proposed changes maintain the alignment of course and program outcomes. Proposed changes may relate to feedback received from students at the previous offering. From time to time, the PAC shall be approached about the content of individual courses and their feedback shall be incorporated into proposed changes.
- Program designs are to be reviewed on an annual basis by the professors and Chairs/Executive Deans who are responsible for the program, to ensure that the design and delivery are appropriate to the content. Program outcomes and the design are to be reviewed in consultation with the PAC and feedback is incorporated into proposed changes. PACs also may initiate changes as members raise issues they have come across in industry and that are relevant to a given program's currency. Approval from the PAC is to be sought for minor changes to program designs. For degrees, significant changes to program designs and any proposed changes to hours of delivery must be sent to PEQAB for approval.
- Professional development courses for new and continuing faculty shall include an introduction to the College standards on program designs and course outlines, amongst other offerings related to curriculum development.

Teaching and learning improvements:

- Formative feedback on teaching shall be obtained through the Student Assessment of Teaching (SAT) surveys that are administered to two sections of students each semester for every member of faculty on probation. The same occurs for full-time instructors, although on a biannual basis. After the SAT results are compiled, the Chair/Executive Dean shall meet with the professor to discuss the results as well as to complete a performance evaluation. The frequency of feedback, particularly during the initial years of teaching, helps ensure effectiveness in the classroom. Professors are also to be encouraged to seek informal feedback on teaching/learning strategies they have employed in their classrooms.
- All new faculty members are to participate in a three-part professional development program that commences with a week of in-service activities delivered in August of each year. That program continues with the second part of the program delivered in May of the following year and the third part in June of the year after that. Other professional development activities relevant to improving teaching and learning are available to all faculty members on a regular basis.
- KPI results are to be reviewed on an annual basis and programs address areas for improvement. In some cases, this may involve improvements to teaching and learning.

Improvements in the overall delivery of programs and other services:

- Program Forums shall bring together student representatives to meet with their Chair/Executive Dean. The agendas for these meetings are to be set in consultation with the students, who can initiate discussions on anything of concern or interest to them. Agenda items might require guests from other areas of the college to ensure that the items are addressed completely and to the satisfaction of all. Students then report back to the sections they represent to ensure wider communication. Minutes of Program Forums are to be widely circulated within the College so that issues that emerge across programs and/or Schools can be identified and addressed on a timely basis.
- Faculty and administrators are to review the KPI results annually and identify areas in which they would like to improve. Strategies to address these are developed and implemented and results reviewed.

Expertise and sufficient resources to support delivery:

- All hiring practices of faculty members for programs shall adhere to the Conestoga Hiring Policy. Prospective faculty shall be recruited via the appropriate channels relevant to the discipline area of the program.
- It shall be ensured that all faculty possess the highest academic credential appropriate to the program, or a closely related field or discipline, and/or shall be actively pursuing this credential. A firm timeline shall be established for

completion of advanced/doctoral studies, and faculty are to be provided both financial and time assistance for this undertaking.


- In addition, all faculty are to possess appropriate and relevant professional qualifications, and appropriate and relevant professional experience related to the program offering. Faculty are to maintain their relevance by appropriate and regular professional development activities.
- On a regular basis, administrators are to ensure that each program has a faculty complement consisting of sufficient faculty members with relevant and current expertise and experience. This shall be achieved by an appropriate combination of full time and part time appointments.

References:

Program Quality Assurance Policy and Procedure
Degree Development and Review Policy
Degree Review and Revision Procedure
Hiring Procedure
Professional Development Plan
Conestoga Organisational Chart
Conestoga Goals and Objectives
PEQAB Documentation

Revision Log:

Revision Date	Summary of Changes
May 12 2009	Policies and Procedures Committee – Approved
August 10 2009	Degree Management Committee - Approved
August 26 2009	Academic Coordinating Committee - Approved

	Approved by: Academic Coordinating Committee
	Authorizer: Executive Dean, Academic Administration
	Effective Date: April 29, 2009
Procedure Title: Curriculum Development Procedure	

Procedure Statement:

Conestoga recognizes that curriculum development and timely redevelopment are of paramount importance to the institutional function of providing a pedagogically sound learning and teaching environment. Pedagogically sound curricula are central to the critical function of meeting community, employer, government, and student needs. Therefore, the process of developing and redeveloping curricula must be approached in a rational, centralized manner that is grounded in evidence based research into teaching and learning, and curriculum design.

Curricula must be developed and redeveloped within a context of internal and external scrutiny, and must follow a well defined path from initial discussion, to delivery to students. Curricula must be created and delivered in a manner that adheres to any governmental or external regulations pertaining to student access and success. In this regard, Conestoga will provide pedagogical expertise and guidance to those individuals who are involved in curriculum work.

This procedure defines how curricula will be developed and redeveloped to assure approval by both internal and external bodies (including, but not restricted to ACC, BofG, CVS, MTCU, PDAC/PAC).

Scope:

This procedure applies to all curriculum redevelopment and development for all Conestoga courses and programs, whether classroom, hybrid, or online.

Definitions:

Curriculum: A plan for learning that is coordinated and articulated in a manner designed to result in the achievement by students of specific knowledge and skills and the application of this knowledge. Curriculum refers to the content (the material to be learned), the actions and resources involved in teaching and learning, and processes for evaluating the attainment of educational objectives.

Program: A series of courses, grouped together in some identifiable manner, designed to achieve identified learning outcomes, and approved by the Board of Governors and/or external bodies.

Course: A distinct and discrete teaching and learning framework, containing content that has been approved by an expert source, usually structured to be delivered over an identified period of time, with measurable learning outcomes, and formal student evaluation.

- Units:** Individual components of a course, sequenced in some identifiable manner, consisting of content, learning outcomes that are linked to the course outcomes, and resources.
- Course Outline:** An approved document outlining the Vocational Learning Outcomes, content, schedule of delivery, resources, and evaluation methodology for each Conestoga course. This document constitutes a contract between each student enrolled in that course and Conestoga, as represented by the faculty member teaching the course.
- Provincial Program Standard/Description:** MTCU approved documents to regulate development and offering of program and course curricula.
- Vocational Learning Outcomes:** Measurable, definable changes in learner knowledge, skills, or values, as stipulated by the MTCU.
- Essential Employability Skills:** Non-vocational skills students are to learn as part of the formal curriculum, and as stipulated by the MTCU.
- Updates:** Regular curriculum changes based on content renewal, etc., on an instructor initiated basis.
- Revision:** Changes to existing curriculum brought about by regular, recurring developments (new content, new resources, new textbook, new materials).
- Redevelopment:** Changes to existing curriculum brought about by major and intermittent developments (new program standards, new industry guidelines, and societal changes affecting demand)
- Development:** Creation of curricula to Conestoga curriculum standards that is new (minor) to the institution but not new to the education system,
- Development:** Creation of curricula to Conestoga curriculum standards, that is (major) new to the institution, and new to the education system,
- Deliverables:** May consist of a Data pack (for programs), Course Outline(s), and Course Resource Binder(s). These may also consist of course components – evaluation processes, learning objects, teaching materials, online materials, etc.
- Curriculum Development Agreement:** Document outlining scope of curriculum work to be undertaken; specifying responsibilities, schedules, timelines, and deliverables.

Responsibilities and Procedure:

Schools will:

- on a regular basis, assess their existing programs to ensure they are consistent with the provisions of the Credentials Validation Service framework, MTCU Program Standards (where they exist), and any external bodies, are pedagogically sound, and financially viable.

- on a regular basis, assess courses to ensure they are: consistent with current industry, association, government, and societal expectations; are pedagogically sound and valid; are essential to the accomplishment of Program Outcomes (where appropriate); and are not duplicative of other courses.
- develop a process to ensure that all curriculum re-development and development work will be undertaken within a framework of fiscal and pedagogical efficiency.
- ensure that curriculum work defined as being **redevelopment or development**, is not begun until a Curriculum Development Agreement has been agreed to between the School and the School representative.
- provide comprehensive semester/yearly data on Curriculum Development to the Executive Dean, Academic Administration.
- obtain approval for all curriculum **redevelopment or development** projects from the Executive Dean, Academic Administration, and the Chief Financial Officer, as part of the annual budget process.

Academic Administration/Curriculum and Education Technology will:

- provide pedagogical guidance to Schools and their representative(s) for all Curriculum Development activity, based on regular monitoring of curriculum innovations provincially, nationally, and internationally.
- schedule a meeting/consultation with the School representative(s), to discuss **redevelopment or development** projects, following initial contact from the School.
- arrange for orientation and training sessions for all curriculum projects that are hybrid or online.
- adhere to the approved Curriculum Development Agreement, which will include detailed responsibilities, schedules, timelines, and deliverables.
- work with the School representative on an on-going and close basis, to completion of the project.
- co-ordinate the development of deliverables and/or any approval process(es).
- schedule appropriate meetings with the Curriculum Committee for input.
- provide the Schools with an update of curriculum projects on a regular basis.
- report to the Executive Dean, Academic Administration and the Vice-President/Chief Financial Officer on the progress of curriculum development projects.

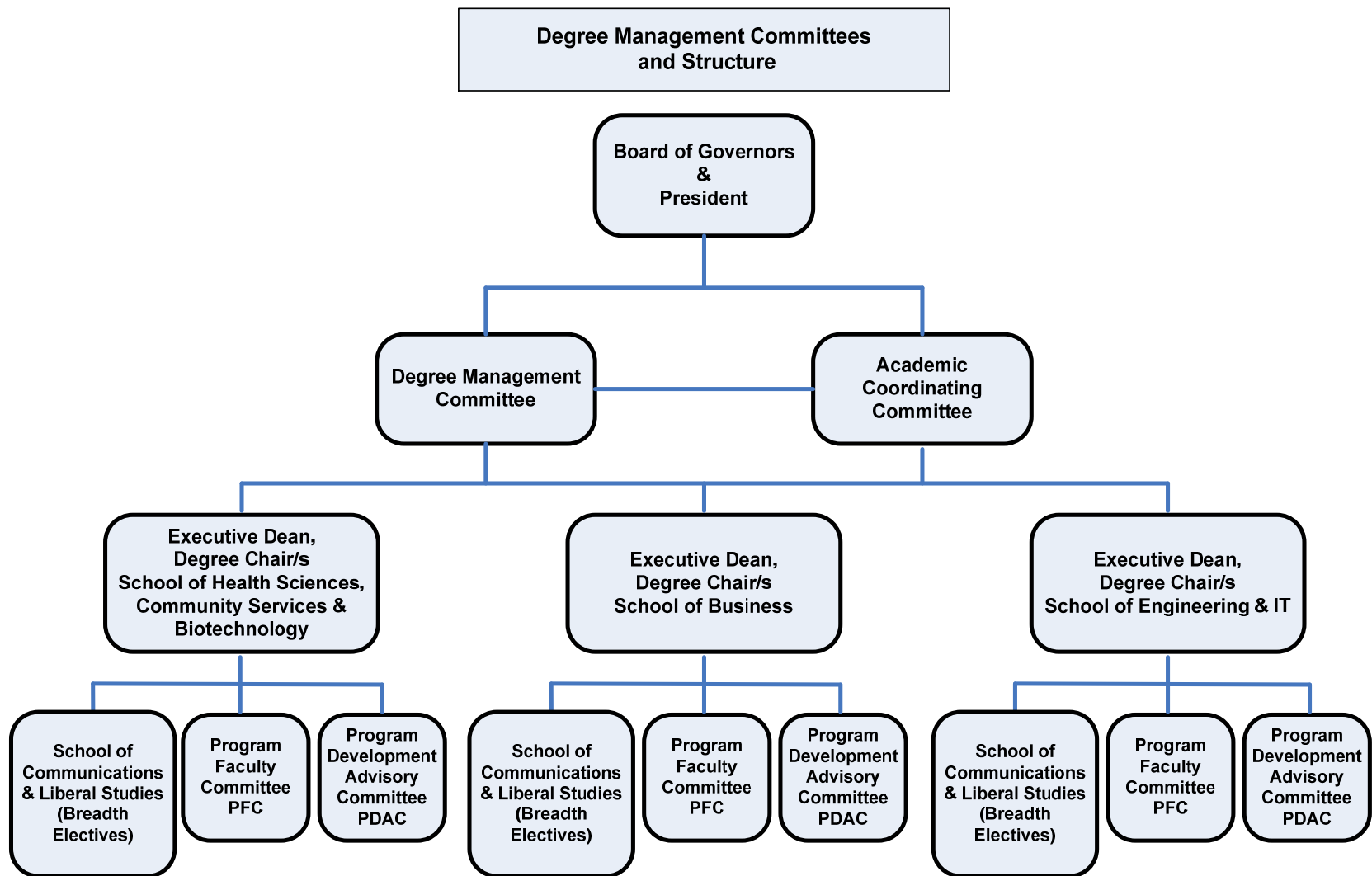
All deliverables will be provided to the Schools upon completion of the project, and will be the property of Conestoga.

References:

Program Development and Revision Policy/Procedures
Curriculum Development Agreement
OCAAT – CVS Credentials Framework
Minister's Binding Policy Directive 3.0 Programs
Outcomes Made Easy
eLearning Policies and Procedures

Revision Log:

Revision Date	Summary of Changes
7 April 2009	Approved – Academic Forum
15 April 2009	Approved – Policies and Procedures Committee
29 April 2009	Approved – Academic Coordinating Committee



Appendix 7.1.2: Policy on Student Feedback

Conestoga College values the feedback of its students and receives their input in a variety of ways. An important route is daily feedback to faculty during class. Another is through their contribution as they serve on subcommittees dealing with a variety of issues including Student Rights and Responsibilities and Student Code of Conduct.

In addition to the informal methods described above, Conestoga College has the following formalized methods for feedback.

Student Issues/Concerns

The College recognizes that disputes between members of the college community are bound to occur from time to time. A student who wishes to complain about a situation that does not fall under the academic appeals policy and procedures is encouraged to complete the Student Concerns/Issues form available in the Student Procedures Guide.

Student Appraisal of Teaching (SATs)

The Student Appraisal of Teaching (SAT) allows direct feedback from students on teaching for a particular course. Completion of the SAT form gives teachers and academic managers valuable information to use for improving teaching at Conestoga. See policy/procedure on Performance Appraisal and Administration of SATs

Program Forums

Students will be provided with a forum in which to offer constructive feedback and input to assist faculty and academic administrators to continually improve courses and programs. Program forums will be established at the program level or cluster of similar or related programs. Forums will be conducted twice per semester.

Key Performance Indicators (KPIs).


Conducted on an annual basis by an external consulting company (CompuStat). Provide feedback on student satisfaction regarding programs, courses, facilities and services such as the LRC, and student services. Programs are expected to make improvements specific to their areas based on this feedback.

Program Advisory Committees (PACs)

Students participate as resource persons on PACs. Each PAC will include one or two students. PACs representing more than one program should have a maximum of three student representatives.

Student Appraisal of Teaching (SAT) and Key Performance Indicators (KPI) instruments are shown on the following pages.

Appendix 7.1.3: Student Feedback Instruments



Student Appraisal of Teaching

The S. A. T. is a valuable resource for obtaining feedback from students on the performance of Conestoga College teachers. Your thoughtful assessment and careful completion of this form will help us to enhance our teaching performance.

Instructions to Students:

- Complete the section at the top of the form with the course name and number, section number and teacher's name as instructed by the person conducting the S. A. T.
- Read the evaluation questions carefully. Assess your teacher's performance by making use of the rating scale as printed at the top of each section.
- Question number 32 is written on the black/white board for you.
- Mark only one option for each question. **CORRECT MARK:** USE NO. 2 PENCIL ONLY OR USE NO. 2 PENCIL ONLY
- Add specific comments on the back of the form. Your signature is optional.

Please note that your teacher will NOT receive feedback until all final grades for this course have been submitted. There may be occasional exceptions to this in the case of NEW teachers ONLY in order to assist them in meeting the needs of their students before the end of the semester. Thank you for your assistance.

Course Name: _____

Course No.: _____ Section: _____

Teacher: _____

SCANTRON CUSTOM FORM NO. F-13881-CC © SCANTRON CORPORATION 1999 All Rights Reserved Scantron asks that you please RECYCLE this product M7 4799 996 8432 To Record Call 1 800 359 6876

At the beginning of the course:	Don't Know	No	Yes
1. A course outline was made available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Course objectives/learning outcomes were discussed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Evaluation methods were explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organization and Preparation:	Not Applicable	Never	Some of the time	Most of the time	Always
4. The teacher is reliable in terms of attending scheduled classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The teacher comes to class prepared to teach the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The teacher is covering the outcomes published in the course outline through lectures, assignments, discussions, etc. (If 'no' in Q. 1, answer N/A here.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course delivery:	Not Applicable	Never	Some of the time	Most of the time	Always
7. The teacher explains content in a way that I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The teacher uses class time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The textbook helps me to learn the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The additional materials (e.g. handouts, videos, WebPages etc.) help me to learn the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The teacher directs me to appropriate resources (e.g. library, peer tutoring, special needs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The teacher makes the effort to relate course material to the practical/industrial application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Learning activities encourage me to think independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation:	Not Applicable	Never	Some of the time	Most of the time	Always
14. The teacher provides prompt feedback that helps me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Tests and assignments cover course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Assignments help me to learn the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The teacher's grading is fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The teacher ensures that up-to-date information regarding my level of performance is available upon request.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The teacher uses a variety of evaluation methods to assess my grade/progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The evaluation as stated on the course outline was followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ontario Colleges of Applied Arts and Technology

KPI

Student Satisfaction Survey

Please do not mark in this area.

01	02	03	04	05	06	07	08	09
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52	53	54
55	56	57	58	59	60	61	62	63
64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81
82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99

This survey provides you with an opportunity to give feedback about your program and your college. It is not an evaluation of this specific course, subject or teacher.

The information asked for in this survey is collected under the legal authority of the Ministry of Colleges and Universities Act R.S.O. 1990, Reg. 770. The information is used for the administrative and statistical purposes of the college and the ministry. Only collective information will be reported - individual responses will be kept confidential.

SECTION A:

1. Please mark the alpha-numeric code identifying your program and campus in the following selection box. A list of codes has been printed on the back of the instruction sheet provided to you.

Alpha-numeric program code:

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

2. In which semester/term are you currently enrolled?

01	02	03	04	05	06	07	08	09	Other
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SECTION B: Please think about how the learning experiences in THIS PROGRAM relate to YOUR future, and then rate the importance of, and YOUR satisfaction with the following:

(If you choose 'NOT APPLICABLE', move to the next question. Do not complete the IMPORTANCE or SATISFACTION questions.)

This program....

	IMPORTANCE			SATISFACTION				
	NOT APPLICABLE	Not Important	Important	Very Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	
3. Provides you with skills and abilities specific to your chosen career.	01	02	03	04	05	06	07	
4. Includes topics relevant to your future success.	01	02	03	04	05	06	07	
5. Has teachers who help you to understand your chosen career.	01	02	03	04	05	06	07	
6. Develops your writing skills.	01	02	03	04	05	06	07	
7. Develops your speaking skills.	01	02	03	04	05	06	07	
8. Develops your ability to solve problems using math techniques.	01	02	03	04	05	06	07	
9. Develops your ability to work with others.	01	02	03	04	05	06	07	
10. Develops your ability to solve problems.	01	02	03	04	05	06	07	
11. Develops your computer skills.	01	02	03	04	05	06	07	
12. Provides you with opportunities to further your education after graduation.	01	02	03	04	05	06	07	
13. Provides you with experience that will be useful to your future life outside of work.	01	02	03	04	05	06	07	
14. OVERALL, your program is giving you knowledge and skills that will be useful in your future career.	01	02	03	04	05	06	07	

SECTION C: Please think IN GENERAL about ALL your courses and ALL your teachers in this program, and then rate the importance of, and your satisfaction with the following:

(If you choose 'NOT APPLICABLE', move to the next question. Do not complete the IMPORTANCE or SATISFACTION questions.)

	IMPORTANCE			SATISFACTION				
	NOT APPLICABLE	Not Important	Important	Very Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	
15. Teachers' knowledge of their subjects.	01	02	03	04	05	06	07	
16. Teachers are up-to-date/current in their fields.	01	02	03	04	05	06	07	
17. Teachers' presentation of the subject material.	01	02	03	04	05	06	07	
18. Helpfulness of teachers outside of class.	01	02	03	04	05	06	07	
19. Feedback about your progress.	01	02	03	04	05	06	07	
20. Quality of classroom learning.	01	02	03	04	05	06	07	
21. Quality of lab/shop learning.	01	02	03	04	05	06	07	
22. Quality of other learning experiences (e.g. independent/ alternative learning opportunities, computer-assisted learning, peer tutoring, project-based learning).	01	02	03	04	05	06	07	
23. Field placement, clinical experiences and co-op work terms.	01	02	03	04	05	06	07	
24. Course materials (e.g. books, software, handouts).	01	02	03	04	05	06	07	
25. Lab/shop facilities and equipment.	01	02	03	04	05	06	07	
26. The OVERALL quality of the learning experiences in this program.	01	02	03	04	05	06	07	


Please turn over.

SECTION D: Please indicate YOUR usage of the following facilities/resources and services. Rate how important they are to YOU, and if you used them, rate YOUR satisfaction with them.	USAGE			IMPORTANCE			SATISFACTION				
	Did Not Use/Not Available	Low Use	High Use	Not Important	Important	Very Dissatisfied	Neither Dissatisfied nor Satisfied	Satisfied	Very Satisfied		
27. Library/Resource Centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Open Access Computer Labs/Resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Peer Tutoring Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Special Skills Services - e.g. Math/Writing/Remedial Assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Space for individual/group study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Counselling/Native Counselling/Advising Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Special Needs/Disability Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Bookstore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Recreation/Athletics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Registration/Records Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Health Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Cafeteria/Food Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Safety and Security Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Financial Aid Services (i.e. please comment on the service provided, not the amount of money received).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Co-op Field Placement Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Employment/Career Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Comfort/Cleanliness/Accessibility of college facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. The OVERALL quality of the facilities/resources in the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. The OVERALL quality of the services in the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SECTION E: Please rate the importance of, and your satisfaction with:											
46. The concern of people at this college for your success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Your overall college experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SECTION F: To help us group responses, please provide the following information about yourself: (No information which could identify an individual will be reported.)						SECTION G: College-Specific Questions					
48. You are: <input type="checkbox"/> Female <input type="checkbox"/> Male						54. Conestoga Students Inc. (CSI) provides the following services and activities to students. Please select the one response that is most important to you. <input type="checkbox"/> Entertainment and Activities (eg. nooners, concerts, awareness weeks) <input type="checkbox"/> Services (eg. faxing, colour printing, scanning, photocopying) <input type="checkbox"/> Bus Trips (eg. sporting events, casino, shopping and WWF trips) <input type="checkbox"/> Representation on student issues (eg. tuition fees, student loans and bursaries) <input type="checkbox"/> Providing financial support to college services (eg. Spoke, Walk Safe, Peer Tutors)					
49. Your age is (in years): <input type="checkbox"/> Less than 21 <input type="checkbox"/> 26-30 <input type="checkbox"/> More than 35 <input type="checkbox"/> 21-25 <input type="checkbox"/> 31-35						55. Which of the following responses best represents how academically prepared you were for the work in the semester in which you are presently registered? <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor					
50. Your first language is: <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Other						56. With respect to money loaned to me from all sources to attend college, my present debt load is: <input type="checkbox"/> Not applicable as I am not in debt <input type="checkbox"/> \$5000.00 to \$10,000.00 <input type="checkbox"/> Less than \$1000.00 <input type="checkbox"/> Over \$10,000.00 <input type="checkbox"/> \$1000.00 to \$5000.00					
51. The education you completed before entering this program includes: (Select all that apply.) <input type="checkbox"/> High school diploma <input type="checkbox"/> College upgrading <input type="checkbox"/> Some previous college <input type="checkbox"/> College diploma <input type="checkbox"/> Some university <input type="checkbox"/> University degree <input type="checkbox"/> Other <input type="checkbox"/> None of the above						57. As for employment this semester, I am: <input type="checkbox"/> Not employed and not seeking employment <input type="checkbox"/> Not employed but seeking employment <input type="checkbox"/> Employed for less than 10 hours per week <input type="checkbox"/> Employed between 10 and 20 hours per week <input type="checkbox"/> Employed more than 20 hours per week					
52. Your main goal in enrolling in this program is: (Select only one.) <input type="checkbox"/> To prepare for employment/career <input type="checkbox"/> To prepare for further college or university study <input type="checkbox"/> To pursue an interest or for personal development <input type="checkbox"/> Other						58. This semester the amount of time I spend doing assigned academic work outside of scheduled classes is: <input type="checkbox"/> 3 hours or less per week <input type="checkbox"/> 16 to 20 hours per week <input type="checkbox"/> 4 to 9 hours per week <input type="checkbox"/> More than 20 hours per week <input type="checkbox"/> 10 to 15 hours per week					
53. You are registered as a: <input type="checkbox"/> Full-time student <input type="checkbox"/> Part-time student											

coess01

Thank you for your participation.

Appendix 7.2.1: On-Line Learning Policies and Practices

	Approved by: Academic Coordinating Committee
	Authorizer: VP Academic
	Effective Date: September 1, 2007
Policy Title: eLearning Policy	

Policy Statement:

The College recognizes that eLearning is a pedagogical activity that must be governed by a relevant policy and subsequent procedures in order to assure that all online curricula are of the highest quality and contribute to the development and maintenance of academic community.

Scope:

This policy applies to all eLearning curricula that are designed, developed and delivered by the College. This policy also applies to eLearning curricula developed by other organizations and institutions, but delivered by the College. This policy is meant to meet both College and PEQAB requirements for the offering of online education.


Policy Elaboration:

The College offers online courses through OntarioLearn. OntarioLearn courses developed and delivered by Conestoga are subject to the provisions of this policy.

References:

eLearning Project Development Procedure
Student Preparation and Orientation Procedure
Faculty Preparation and Orientation Procedure
Maintenance of Learning Management System Procedure
Technical Assistance Procedure
Procurement and Maintenance of Hardware, Software and Other Technological Resources Procedure
Online Academic Community Procedure
Course Design, Development, and Delivery Procedures
Maintenance of eLearning Expertise and Resources Procedure
Program Evaluation Standard and Procedure
Academic Freedom and Responsibilities Procedure
Quality Assurance Standards and Procedure
eLearning Forms

The organization has on file and available upon request copies of current software, hardware, and systems agreements that pertain to the delivery of electronic/on-line learning.

	Approved by: Academic Coordinating Committee
	Authorizer: VP Academic
	Effective Date: September 1, 2007
Procedure Title: Faculty Preparation and Orientation Procedure	

Procedure Statement:

The College recognizes that faculty involved in eLearning need to be sufficiently prepared to undertake this mode of teaching. As a result of time and space differences inherent in eLearning, faculty need to be aware of the unique tools, techniques and approaches available to, and applicable to, their teaching activities in an online environment.

This procedure defines how faculty can receive assistance, guidance, and consultation to improve their eLearning teaching stance.

Scope:

This procedure applies to all full-time, part-time and occasional College instructors.

Faculty may receive assistance in the following pedagogical activities appropriate to online teaching:

- Course design and development;
- Online course management approaches;
- Evaluation techniques;
- Communication strategies;
- Community building approaches;
- Course maintenance.

Policy Elaboration

Curriculum and Education Technology is the focus for the development of new expertise in the appropriate use of education technologies throughout the college. This department conducts training for both faculty and staff as well as developing and coordinating the development of online learning materials.

To ensure that all faculty members are familiar with an online environment, each new faculty member will receive an orientation to online learning as part of their overall College orientation. Each faculty member developing and/or teaching an online course, will receive further training and assistance in online learning techniques and approaches.


In addition, regularly scheduled workshops and training sessions will be conducted at key times throughout the academic year for all faculty members, either face to face, or online.

References:

College Faculty Orientation Procedure

Revision Log:

Revision Date	Summary of Changes

	Approved by: Academic Coordinating Committee
	Authorizer: VP Academic
	Effective Date: September 1, 2007
Procedure Title: eLearning Design, Development, and Delivery Procedure	

Procedure Statement:

The College recognizes that curriculum and learning activities offered and conducted in an online environment, must meet high standards of pedagogical deliver. Online courses and materials, therefore, need to be designed, developed and delivered within a context of quality teaching and learning.

This procedure defines how eLearning curricula will be developed in cooperation with Curriculum and Education Technology (CET). CET will provide assistance, consultation, and advice when Schools are developing eLearning materials and courses.

Scope:

This procedure applies to all eLearning curriculum development: classroom supported; hybrid; and fully online. The procedure applies to all internal and external development projects.

Schools may receive eLearning development assistance in the following areas:

- Course design,
- Evaluation strategies,
- Communication and conferencing approaches,
- Resource acquisition and development,
- Online Community building and maintenance, and,
- Any other aspects of online curriculum design and development.

Curriculum and Education Technology offers assistance at one of three levels:

Minimum Support: CET will create a course shell or program shell. Schools/faculty create their courses/programs with no assistance. Attendance at an ANGEL workshop is welcome.

Systematic Support: CET will create a course or program shell. Consultations are scheduled with CET staff who provide individualized support and direction to Schools/faculty. CET staff function as eLearning consultants/designers. Attendance at task specific ANGEL workshops is mandatory.

Turn-key Support: CET staff provides planning, direction, and design into building courses/programs. CET staff take responsibility for pedagogical decisions.

Definitions:

Web Enhanced: Web enhanced courses are designed to use the capabilities of the college's LMS to supplement and enhance effective learning. Students still attend classes at regularly scheduled times but depending on the course, in addition to the classroom instruction, students use the LMS to access course outlines and assignments; to read lecture notes and participate in online conferences; and to take quizzes, or check grades. The technology is intended to supplement rather than replace regular classroom activities and learning.

Hybrid: A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, part of the course learning is online and as a result, the amount of classroom seat-time is reduced.

Fully Online: Fully online courses are courses in which all activities are completed online and there are no required face-to-face meetings between students and instructors. Fully online courses can be taken from anywhere, eliminating the need to be on campus, yet still providing students with the opportunity to participate in a highly interactive and engaging learning environment.

External Projects: Design, development and delivery of online content for external clients, such as the Common Core Curriculum for Precision Machining and Tooling Trades for the Ministry of Training, Colleges and Universities.

Responsibilities and Procedure:

Schools will:

- contact CET when contemplating the development of eLearning materials or courses,
- provide CET with overview of development plans.

Curriculum and Education Technology will:


- Schedule a meeting/consultation with the School representative(s), to discuss development plans,
- CET staff and the School representative will work out a development plan, including detailed responsibilities and schedule.

References:

eLearning Policy and Procedures
College Organisational Chart
College Goals and Objectives.

Revision Log:

Revision Date	Summary of Changes

	Approved by: Academic Coordinating Committee
	Authorizer: VP Academic
	Effective Date: September 1, 2007
Procedure Title: eLearning Project Development Procedure	

Procedure Statement:

For eLearning to develop and operate in an efficient and effective manner, the College recognizes that certain considerations need to be recognized in terms of the scheduling of eLearning development projects. The demand for eLearning development by Schools needs to be considered within the limitations inherent in College human and physical resources.

This procedure defines how Schools can apply to have the Curriculum and Education Technology (CET) department provide assistance and scheduling of the development of eLearning materials, courses, and programs.

Scope:

This procedure applies to all eLearning curriculum development: classroom supported; hybrid; and fully online. The procedure applies to all internal and external development projects.

Schools may receive eLearning development assistance in the following areas:

- web enhanced classroom based courses/programs;
- hybrid courses/programs;
- fully online courses/programs;
- external projects;

Curriculum and Education Technology provides assistance at one of three levels:

Minimum Support: CET will create a course shell or program shell. Schools/faculty create their courses/programs with no assistance. Attendance at an ANGEL workshop is welcome.

Systematic Support: CET will create a course or program shell. Consultations are scheduled with CET staff who provide individualized support and direction to Schools/faculty. CET staff function as eLearning consultants/designers. Attendance at task specific ANGEL workshops is mandatory.

Turn-key Support: CET staff provides planning, direction, and design into building courses/programs. CET staff take responsibility for pedagogical decisions.

Definitions:

Web Enhanced: Web enhanced courses are designed to use the capabilities of the college's LMS to supplement and enhance effective learning. Students still attend classes at regularly scheduled times but depending on the course, in addition to the classroom instruction, students use the LMS to access course outlines and assignments; to read lecture notes and participate in online conferences; and to take quizzes, or check grades. The technology is intended to supplement rather than replace regular classroom activities and learning.

Hybrid: A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, part of the course learning is online and as a result, the amount of classroom seat-time is reduced.

Fully Online: Fully online courses are courses in which all activities are completed online and there are no required face-to-face meetings between students and instructors. Fully online courses can be taken from anywhere, eliminating the need to be on campus, yet still providing students with the opportunity to participate in a highly interactive and engaging learning environment.

External Projects: Design, development and delivery of online content for external clients, such as the Common Core Curriculum for Precision Machining and Tooling Trades for the Ministry of Training, Colleges and Universities.

School: The College is organized into a number of schools eg. School of Business.

Responsibilities and Procedure:

Schools will:

- prepare a request for each new eLearning development project (materials, courses, programs, etc.)
- Detail the required work and the anticipated benefit to the College
- Detail what their contribution will be to this project (human, technical, etc.)
- Forward this request to the Director, Curriculum and Education Technology

Curriculum and Education Technology will:

- Assess each request for development assistance fairly and fully;
- Communicate with the Schools to discuss any areas needing clarification;
- Prioritise each request on the basis of existing and anticipated workload; departmental resources; technical capabilities;
- Forward the request, with recommendations and scheduling requirements, to Planning & Operations/Office of the Vice President Academic.
- Act upon decision of Planning & Operations/Office of the Vice President Academic.

Planning & Operations/Office of the Vice President Academic will:


- Assess each request for development assistance fairly and fully;
- Communicate with Curriculum and Education Technology to discuss any areas needing clarification;
- Prioritize each request on the basis of CET recommendation; College resources; anticipated benefits to the College; College Goals and Objectives;
- Communicate decision to Schools and to CET

References:

eLearning Policy and Procedures
College Organisational Chart
College Goals and Objectives.
eLearning Project Request Form

Revision Log:

Revision Date	Summary of Changes

	Approved by: Academic Coordinating Committee
	Authorizer: VP Academic
	Effective Date: September 1, 2007
Procedure Title: eLearning Quality Assurance Standards and Procedure	

Procedure Statement:

The College will endeavor to provide quality eLearning programs, courses, and materials that respond to the learning needs of stakeholder groups.

This procedure defines how eLearning programs, courses and materials will be subject to general and specific College policies and procedures related to Quality Assurance.

Scope:

This procedure applies to all eLearning participants programs, courses and materials over which the College has control or responsibility for development.

Policy Elaboration

To ensure current and leading edge eLearning activities, the College will employ a well researched curriculum design and development model. Built into this model is an extensive program/course evaluation and review process.

Curriculum standards and guidelines for design, development, approval and review processes for eLearning activities are established for maintaining quality of curricula. The standards can be measured and evaluated making use of curriculum performance criteria. The approved eLearning activities are delivered according to operational plans.


References:

Educational Service Design and Control Procedure
 Program Development and Approval/Modification Work Instruction
 Data Pack for New Program Proposals Work Instruction
 Review of Course Outlines Work Instruction

Revision Log:

Revision Date	Summary of Changes

Appendix 7.2.2: Academic Community Policies

	Approved by: Academic Coordinating Committee
	Authorizer: VP Academic
	Effective Date: September 1, 2007
Policy Title: Online Academic Community Procedure	

Procedure Statement:

The College recognizes that participation in eLearning will require definite and dedicated approaches to ensure that a positive academic community be developed, and maintained. This positive online community is crucial to the enjoyment of the online experience, and to the enhancement of the learning within an online course and program.

This procedure defines how participants in online activities can receive assistance, guidance, and consultation to allow them to develop and maintain a positive and engaging online community.

Scope:

This procedure applies to all full-time, part-time and occasional College eLearning participants.

Participants may receive assistance in the following areas:

- Learning in an online environment;
- Online etiquette;
- Communication tips and hints;
- Conferencing guidelines;
- Group behaviour and cooperation;
- Guidelines on privacy and appropriate online behaviour;

Policy Elaboration

The concept of academic community at Conestoga College relates to the development of deeper and more complex types of learning for students. Learning is enhanced in the online environment during the design process through the inclusion of planned opportunities for extensive interaction on three different levels: between the learners and the material; the learners and the instructor; and among learners. It is this final interactive mode that contributes most to the development of community as students learn from and mentor one another, developing a learning environment that allows and encourages students to apply what they have learned, share what they have learned and to expand that learning to the knowledge of the outside environment beyond that

provided by the college. Instructors are offered workshops on facilitation methods that will increase the interaction during courses and reduce the possibility of factors that decrease its value.

Revision Log:

Revision Date	Summary of Changes
2007-10-16	Academic Forum - Approved
2007-10-31	Academic Coordinating Committee - Approved

8 Capacity to Deliver Standard

Appendix 8.1: Demonstrated Strength

Conestoga College has been the number one rated College in Ontario for nine consecutive years. We are the fastest growing college in Ontario and the number one publicly funded college. Our closely linked relationship with business, industry and the community has helped us develop programs that reflect current and future career directions, relevant both to their needs and to economic development.

Our commitment to excellence and relevance is evident -- for nine consecutive years, independent province-wide surveys of Ontario college students, graduates and employers have revealed Conestoga as the provinces #1 rated college. For the past three consecutive years, Conestoga has led the way in Ontario with a 94.2% graduate employment rate.

Conestoga College currently offers eight degree level programs:

School of Business & Hospitality

Bachelor of Applied Business (International Business Management)

Bachelor of Applied Business (Accounting, Audit and Information Technology) **NEW 2010**

School of Engineering & Information Technology

Bachelor of Applied Technology (Architecture - Project and Facility Management)

Bachelor of Applied Technology (Integrated Advanced Manufacturing Technologies)

Bachelor of Applied Technology (Integrated Telecommunication and Computer Technologies)

School of Health & Life Sciences and Community Services

Bachelor of Applied Health Sciences (Health Informatics Management)

Bachelor of Applied Human Services (Community and Criminal Justice) **NEW 2010**

Bachelor of Science in Nursing (in collaboration with McMaster University)

The Mission of Conestoga College is:

To CHAMPION innovation and excellence in the development and delivery of education and training.

To SERVE responsibly the diverse and ever-changing needs of the community.

To INSPIRE students and employees to strive toward their highest potential.

This proposed degree program in Design & Entrepreneurship is relevant and essential to our Mission.

- It is innovative in its project-based delivery and combination of teaching in graphic design with creative entrepreneurship and business management
- The graphic design profession is becoming a complex field requiring a higher level of education of its practitioners.

- Students are trained to be technically competent and are provided with management courses and business training so that, once they graduate, they can develop to their fullest potential

Conestoga has demonstrated its strength and ability to train people in the field of Graphic Design through its exemplary 3 year diploma program. Graduates from this program have attained leading positions in the design industry, such as Executive Creative Director, Creative Director, and Principle, in companies not only in the Waterloo region but across Ontario and in New York, USA. The proposed degree program will draw upon that strength and experience to further fulfill Conestoga's mission.

This proposed degree program in Design & Entrepreneurship contributes to a number of strategies outlined in our **Strategic Plan 2005-2010**; they are listed as follows:

- 1) Conestoga will continue to develop and implement baccalaureate degree programs in specialized areas to meet the needs of students, employers, and the regional and provincial economy. These programs will build upon the expertise of Conestoga and its faculty in all schools and will meet the quality requirements as set out in the provincial standards.
- 2) Conestoga will develop and deliver enhanced programming and pathways to prepare graduates to excel, meeting the needs of employers for a highly qualified workforce that is well-educated, technically competent, highly skilled, and adaptive throughout their life. To meet this goal we are developing and offering new and modified programs and services to students and employers for education and training responding to environmental trends.
- 3) Conestoga will deliver excellence and quality in education within a quality framework including qualified staff and management, credentialed faculty, excellent equipment, measurement and review, and continuous improvement directed towards strengthening and enhancing every area of the Conestoga community, based on established standards and through systematic measurement and evaluation against those standards.
- 4) Conestoga will deliver programs and services to meet and exceed requirements and expectations of their customers. This will be accomplished by continuing to strive for improvement in all of our processes with enhancements based upon measurement and client feedback.

Appendix 8.2.1: Library Resources

Services

The Library Resource Centre plays an integral role for students and faculty in the process of teaching and learning, in applied research, and in the support and delivery of curriculum.

The services offered by the Library Resource Centre include:

- Reference and research assistance
- Orientation to library resources
- Information literacy training in both basic research principles and resources targeted to specific fields of study
- Interlibrary loan and document delivery service
- Presentation technologies assistance (e.g. projectors and camcorders)
- Loan of A/V equipment and media resources
- Course reserve readings

Collections

Learning resources exist in many formats and must be timely, relevant, accurate and secure to meet the research needs of students and faculty in today's information-based society. The Library Resource Centre meets these needs with print resources totaling 43,000 books and 250 active print periodical subscriptions, 3,500 media resources, interactive CD-ROMs and 60 discrete electronic databases. The Library Resource Centre webpage provides access to databases for both on-campus and remote searching. Subject-specific web links are evaluated for relevant content.

Space and Facilities

Within its 28,000 square foot space, the Library Resource Centre has seating for over 500 including group work areas, quiet study spaces, small seminar rooms and media viewing rooms. There are 82 computer workstations (15 of which are in a lab setting where hands-on training can take place), 14 laptops for sign out, as well as data ports, and wireless capabilities. The library is open evening and weekend hours during Fall and Winter terms.

Planning and Needs Assessment

Through formal meetings and through program liaison technicians, the Library Resource Centre involves faculty in the collection development process to identify resources that satisfy program needs. Ongoing evaluation and feedback processes involve students, faculty and staff. Changes and news are communicated via the library webpage, student newspaper, and LCD monitor postings.

Agreements for Shared Services / Resources with Other Institutions

Ontario Community College Libraries Resource Sharing Principles of Agreement

College staff, faculty or students may borrow in person from any Ontario College of Applied Arts and Technology Library with the following provisions:

1. Each borrower is responsible for the safe return or replacement of material borrowed or for any charges incurred.
2. Only circulating material as defined by the lending library may be borrowed.
3. Only college staff, faculty and students who are currently employed or registered are eligible to request a Direct Borrower's card.

Complete Direct Borrowing Agreement can be found at:

<http://www.conestogac.on.ca/lrc/services/directborrow.pdf>

Agreements with the University of Waterloo, Wilfrid Laurier University and the University of Guelph can be found at:

<http://www.tug-libraries.on.ca/info/lendpol.html>

Full-time teaching staff may use resources within the University of Waterloo, Wilfrid Laurier University and the University of Guelph's libraries without charge. In addition, they may register with any of these libraries upon presentation of a letter from the College confirming their employment status. Registration with one of the Universities includes registration at all Libraries. Patrons in this category may borrow up to twenty books at a time from the combined collections of the three libraries.

Part-time teaching staff and students may use resources within the University of Waterloo, Wilfrid Laurier University and the University of Guelph's libraries without charge. Upon presentation of confirmation of employment or enrolment status and for a fee of \$20, part-time teaching staff and students may register with any of these libraries which includes registration at all Libraries. Patrons in this category may borrow up to twenty books at a time from the combined collections of the three libraries.

Please see following page for a chart of the current number of Print Holdings *Relevant to the Field of Study* and the number of Electronic and Audiovisual Holdings at Doon Campus.

	Current # of Print Holdings Relevant to the Field of Study	# of Electronic and Audiovisual Holdings
Main (Doon) campus	<p>91 volumes in Graphic Design and Sustainable Graphic Design</p> <p>11 volumes in history and theory of graphic design (including contemporary study)</p> <p>16 volumes in typography</p> <p>206 volumes in photography</p> <p>15 volumes in print/visual design</p> <p>91 volumes in drawing (2D and 3D)</p> <p>35 volumes in colour theory</p> <p>18 volumes in the latest computer applications for graphic and web design (ie. Adobe CS4, Photoshop, Illustrator, Dreamweaver, Flash etc)</p> <p>236 volumes in marketing and international marketing</p> <p>71 volumes in advertising</p> <p>71 volumes in organizational behaviour</p> <p>149 volumes in small business management and entrepreneurship including new venture plans, sales and negotiation</p> <p>209 volumes in financial management</p> <p>10 volumes in media ethics, advertising ethics and law</p> <p>81 volumes in world cultures</p> <p>Total of 1309 print book holdings</p>	<p>25 Electronic Databases with relevant content, through which many full-text periodicals are accessible E.g. <i>Academic Search Premier</i>, <i>Business Source Complete</i>, <i>Communications and Mass Media Complete</i>.</p> <p>Full Text Electronic journal access: 4087 e-journals in business-related categories</p> <p>300 e-journals in art and design</p> <p>Total of 4387 full text e-journals</p> <hr/> <p>NetLibrary access to: 368 e-books in business-related categories</p> <p>33 e-books on the latest computer applications for graphic and web design (ie. Adobe CS4, Photoshop, Illustrator, Dreamweaver, Flash etc)</p> <p>Safari Books Online access to: 562 e-books in graphic design technologies</p> <p>634 e-books in business-related categories</p> <p>Total of 1597 e-book holdings</p> <hr/> <p>In Library access to: 40 video recordings in Graphic Design</p> <p>113 video recordings in Entrepreneurship and related business categories</p> <p>Total of 153 Audio Visual Holdings</p>

Print Periodical titles	<div> <u>Business/Commerce</u> <ul style="list-style-type: none"> • Business Week • Canadian Business • Canadian Manager • Contact • Exchange • Financial Post Business • Forbes • Fortune • Harvard Business Review • Report on Business </div> <div> <u>Entrepreneurship</u> <ul style="list-style-type: none"> • Entrepreneur • Fast Company • Franchise Canada • Journal of Small Business and Entrepreneurship </div> <div> <u>Business Communications</u> <ul style="list-style-type: none"> • Journal of Employee Communication Management • Ragan Report • Strategic Communication Management </div> <div> <u>Graphic Arts</u> <ul style="list-style-type: none"> • Airbrush Action • Applied Arts Quarterly • Communication Arts • Design Edge • Eye : International Review of Graphic Design • Graphis • How • ID : Magazine of International Design • Lurzer's Int'l Archive • Print • Step Inside Design </div> <div> <u>Creativity</u> <ul style="list-style-type: none"> • Journal of Creative Behaviour </div> <div> <u>Economics</u> <ul style="list-style-type: none"> • Canadian Economic Observer • Canadian Economic Observer Historical • Canadian Social Trends • The Economist </div> <div> <u>Marketing</u> <ul style="list-style-type: none"> • Advertising Age • BtoB • CARD • Marketing • Strategy </div> <div> <u>Organizational Behaviour</u> <ul style="list-style-type: none"> • Canadian HR Reporter </div>
Other Library access	<ul style="list-style-type: none"> • Conestoga College has a reciprocal borrowing agreement with all Ontario Community College Libraries. • Conestoga College has an agreement with the Universities of Waterloo, Wilfrid Laurier, and Guelph. • Internet access to full-text documents and journals, e.g. Directory of Open Access Journals (www.doaj.org).

Appendix 8.2.2: Computer Access

Year	Number of Students (cumulative)	Number of Computers Available to Students in Proposed Program	Number of Computers with Internet Access Available to Students in Proposed Program	Location of Computers	
				On site (✓)	Other (specify)
1	35	*35	*35	✓	108 in LRC
2	65	*65	*65	✓	108 in LRC
3	105	*105	*105	✓	108 in LRC
4	143	*143	*143	✓	108 in LRC

*Each student in the Design & Entrepreneurship program will be required to have a personal laptop computer meeting minimum specifications. Wireless and hardwired internet access will be provided. We intend to offer program specific software such as Photoshop, Illustrator, etc at a reduced rate through Conestoga's Bookstore.

The College will continue to provide open access computer labs that are available for all Conestoga students. Wireless access and desktop computers are available in the Learning Resource Centre (LRC).

There are eleven Open Labs and ten Labs dedicated to Degree programs on campus. Each lab contains approximately 35 computers. In addition, Conestoga has labs dedicated to diploma and certificate programs, trades and apprenticeship, corporate training, and research and technology.

The total number of computers available on campus to the students has increased from 1461 in 2003 to 2138 in 2006. No computer labs were added in 2007/08 and 2008/09 pending construction of new campus facilities.

Appendix 8.2.3: Classroom Space

Year	Number of Students (cumulative)	Number of Classrooms (include seating capacity)	Location of Classrooms	
			On site (✓)	Other (specify)
1	35	1 (35)	✓	
2	65	2 (70)	✓	
3	105	* 2 (90)	✓	
4	143	* 3 (120)	✓	

*One class of approximately 35 students will be on Co-op during 3rd and 4th years.

The allocated program space under the new building construction plans will include 3 studios, 2 multi-purpose rooms and 1 lecture room for use by Design & Entrepreneurship.

Should the new construction be incomplete for the start of this new degree program, interim space requirements will be 1 studio and 1 computer classroom. In the worst case scenario, it is possible to deliver courses for one semester in the existing advanced diploma program facilities. Currently, there are 3 studios, one dedicated computer classroom and one multipurpose/research room for the sole usage of the existing advanced diploma program.

Appendix 8.2.4: Laboratories/Equipment (where applicable)

Not applicable.

Appendix 8.3: Resource Renewal and Upgrading

Conestoga has recently had two large funding announcements to enhance the education and growth of Conestoga. On May 25th the Honourable Gary Goodyear, federal Minister of State for Science and Technology, and Kitchener-Conestoga MPP Leeanna Pendergast jointly announced major infrastructure funding for Conestoga College Institute of Technology and Advanced Learning. This funding will result in Conestoga taking major steps forward to enhance its capacity to deliver applied learning. The total commitment announced by the two levels of government is in excess of \$72 million. This is in addition to a recently announced \$8.1 million in funding from the Region of Waterloo.

Conestoga will pursue projects at the Cambridge, Waterloo and Guelph campuses. The Cambridge initiatives will see a major enhancement to the School of Engineering and Information Technology, both in terms of increased enrolment and significant new programming. The new site will also feature the Institute of Food Processing Technologies, a partnership being undertaken with the Alliance of Ontario Food Processors.

A similar centre of excellence, the Heating, Ventilation and Air Conditioning Skills Training Centre, will be created in Waterloo in partnership with the Heating, Refrigeration and Air Conditioning Institute. This important addition furthers the reputation of Waterloo campus as a site noted for excellence in education related to the skilled trades. Also, Conestoga will undertake yet another partnership with industry, in this case with the Ontario Industrial Roofing Contractors Association, to establish the Roofing Skills Training Centre.

At the Guelph campus, Conestoga will establish a Centre for Alternative Fuel Technologies to train technicians and technologists in the repair and maintenance of alternative fuel vehicles, including hybrids, natural gas-powered vehicles, clean diesel and electric vehicles. Training in the area of specialized motor coach passenger vehicles (urban and inter-city transit and paratransit), small engine vehicles (motorcycles, seasonal recreation vehicles, and water craft) and heavy equipment (excavators, bulldozers, loaders, backhoes) will also result from this funding announcement.

Within seven years, Conestoga expects to have an additional 4,000 full-time students, an additional 2,000 apprenticeship students and more than 100 new programs of instruction, to meet regional economic needs and create new opportunities for young people, new Canadians and those seeking retraining for new careers. There will be both immediate and long-term benefits for the community as Conestoga expands and supports the growth of this dynamic region and broaden offerings in applied learning and research.

On June 12th it was announced that Conestoga would receive more funding from the Knowledge Infrastructure Program (KIP) which will result in a major step forward in the breadth, depth and diversity of health sciences education at Conestoga College Institute of Technology and Advanced Learning. Conestoga will receive more than \$13 million in KIP funding -- \$5.858 million from the federal government and \$7.158 million from Ontario - to proceed with expansion of its School of Health and Life Sciences at the Doon campus in Kitchener. Earlier this spring, the Region of Waterloo expressed support for the Conestoga proposal by granting more than \$8 million towards the project.

The announced funds will go towards an expansion of 75,000 sq. ft. and renovation of an additional 25,000 sq. ft. to increase enrolment in the School from the current 1,400 to a total of 2,800 by academic year 2014-2015.

The focus will be on applied learning and research associated with informatics (the application of information technology to health services and operations); nursing and health sciences; new programming in fields such as restorative, alternative and complementary health care; and life science education.

Among the new facilities will be a Centre for Health Informatics, a Health and Wellness Centre (to be developed in co-operation with Conestoga's student association), four additional simulation labs to enhance experiential and applied learning, and upgraded smart classrooms that feature multimedia and interactive learning capabilities. Conestoga will also develop new and collaborative programming, some in co-operation with the University of Waterloo's downtown Kitchener health education centre. Conestoga also expects to develop new pathways leading to success for internationally educated medical and health care professionals.

Also planned at Doon is establishment of a Waterloo Region Emergency Medical Services (WREMS) station - a self-contained facility allowing for excellent training opportunities for Conestoga's paramedic and firefighter programs.

Physical resource renewal and expansion plans for the Design & Entrepreneurship program include three studios, two multi-purpose rooms and one lecture room. Each cohort of the program will be provided with a studio as a home room. These studios will be fully equipped with layout tables, storage space for each student, work benches for individual and group activities, light tables, airbrush stations, and teaching station with computer/DVP capabilities. Multipurpose rooms will include photographic work space with core resources, such as lighting grid, variable flash heads and reflectors.

Conestoga's graphic design spaces are designed for an interactive learning environment. Wireless internet access and access to an appropriate level of on-line technical resources is provided. Students have 24 hour access to the current studios and are often found to be present in the rooms past regular teaching hours, developing their projects and preparing necessary presentations.

Starting in 2010, students entering the Design & Entrepreneurship program will be required to own a laptop meeting minimum specifications. This may result in a new direction being taken with respect to IT infrastructure and expansion. More and more students are coming to college already owning laptops and requesting personal access to professional software packages. With a laptop program the college can direct resources to IT support such as software access, wireless internet access, higher-end printers, etc.

The college library and open computing facilities are available to the students during normal operating hours of the college and the studios and computer classrooms are made available after hours. Physical library space has been almost doubled with an addition costing over one million dollars. In addition to the physical space expansion, the college has invested over \$63,000 in developing library resources for the degree programs. In 2008, 253 DVDs and 28 computer workstations were added. Operating hours were increased by 8 hours per week and instructional workshops increased by

71%. Library resources as applicable to the breadth courses are shared internally and with other colleges and universities.

The Library Resource Centre is in a good position to provide students in the Design & Entrepreneurship degree program with access to appropriate electronic databases and subject-specific periodicals. Renewal of the print and audiovisual collection will raise the level of currency and also provide coverage for a variety of sub-topics that will be explored in a degree program.

First Year Upgrade Costs

Anticipated first year one-time upgrading needs are:

\$20,000 for books for core courses + \$6, 000 for media resources = \$26,000.

A collection of approximately 200 books can be purchased with these funds at an average cost of \$100 per book, which will bring the Library Resource Centre's collection specifically in the applicable subject areas in line with other colleges that offer an undergraduate program similar to that proposed. Ten to twelve media resources are also budgeted, taking into account a trend toward higher pricing for business-related A/V resources.

Ongoing Maintenance Costs (per year)

Additional yearly funds are required to purchase new books and media resources to meet demand as the program grows and to continually update the collection.

Print/Media

Anticipated graphic design and entrepreneurship resource needs are:

\$5, 000 for books for core courses + \$ 2, 500 for additional journals + \$ 2,000 for media resources = \$9, 500

Periodicals

Whenever possible, the library strives to obtain electronic access to periodicals (see Online Database section below). However, some publications are either not available electronically, or due to their depiction of high quality images, are more desirable in print. Recommended additions to the periodicals collection are:

Graphic Design and Typography

CMKY Magazine

DA: a journal of the printing arts

The Design Journal

Design Studies

GD USA

Illustration (USA)

Illustration (UK)

Varoom: the journal of illustration and made images

Photography

Aperture

Backflash Magazine

Blindspot

B&W: Black and White Magazine for Collectors of Fine Photography

PhotoEd

Online Databases

Recommended additional online resources, which are also recurring annual costs:

Art and Design

Art Full Text (Wilson Web)

ARTstor

Design Profiles (CSA Illumina)

Business and Entrepreneurship

Proquest Entrepreneurship

Management & Organization Studies: A SAGE Full-Text Collection

Emerald Management Extra

It is unlikely that all would be purchased. The anticipated cost for two *selected* databases would be approximately \$9,500 *per year*.

Potential book purchases are listed in the chart on the following page.

The sample list of potential book purchases below is in addition to the purchasing / updating of recommended readings listed in Appendix 6.4.1: Course Descriptions.

<i>Upgrade - Sample of Titles</i>	<i>Publication Date</i>	<i>ISBN</i>
Entrepreneurship : successfully launching new ventures	2010	9780136083535
Grow from within : mastering corporate entrepreneurship and innovation	2010	0071598324
Identity essentials: 100 design principles for building brands	2010	9781592535781
Printer's devil : the life and work of Frederic Warde	2010	9781567923674
Atlas of graphic designers	2009	9781592534937
Deconstruction product design	2009	9781592533459
Graphic design, referenced	2009	9781592534470
The paradox of prosperity : the Leiden booksellers' guild and the distribution of books in early modern Europe	2009	9781584562351
Preparing effective business plans : an entrepreneurial approach	2009	0132318326
Start & run a graphic design business	2009	1551808501
Arabesque : graphic design from the Arab world and Persia	2008	3899552067
Design entrepreneur: Turning graphic design into goods that sell	2008	159253421X
The designer : half a century of change in image, training, and techniques	2008	1841501956
Information design workbook: graphic approaches, solutions, and inspiration + 30 case studies	2008	1592534104
Marian Bantjes	2008	9782350171265
Musikraphics : visualizing the rhythm of music	2008	9889822970
Reproduce and revolt	2008	097966361X
Young Asian graphic designers	2008	3866540124


Appendix 8.4: Support Services

Support Service	Brief Description of Service
Career Counseling	<p>Career Services provides full-time students, part-time students and alumni with resources to help find full-time, summer or part time jobs related to their program of study. Over 3,000 employment opportunities are posted annually on the career services job posting site. Students are provided with an access code unique to Conestoga College in order to access these postings. The office also offers free workshops and individual assistance on resume writing, job search and interview techniques.</p> <p>The Job Connect program helps job seekers gain the skills and knowledge necessary to find and keep employment. Services are based on individual needs. Part of the Job Connect service includes an Employment Resource Centre where job seekers and students can access information on careers and occupations, the local job market, training opportunities and job search strategies. Job Connect is funded by the Government of Ontario and the services are free.</p>
Academic Advising & Personal Counseling	<p>Individual Counseling - our professionally trained counselors provide individual counseling services for a wide range of personal, academic, career, and financial concerns. Counselors can also provide students with information about and referrals to community resources. Counseling is voluntary and confidential.</p> <p>Counselors provide workshops and groups on a variety of topics e.g. public speaking anxiety, test anxiety, self esteem, stress, relaxation, suicide prevention.</p> <p>On-Line Supports - on-line support groups (e.g. mature students, gay/ lesbian/ bi-sexual/transgender students) are accessible through the Student Services website.</p>
Co-op Placement	<p>All co-op students take a comprehensive career development course that prepares them for employment, assistance with resumes, cover letters and mock interviews as required for work term recruitment. Co-op Advisors provide personal assistance to co-op students and employers.</p> <p>Employment Officers facilitate the student application and selection process, including advertising job openings,</p>

	<p>providing on-line mailing applications and arranging interview schedules. Co-op students have the use of office equipment to support their co-op job search needs.</p>
Services for Students with Disabilities	<p>Disability Services provides services to all students registered at the College who have a documented disability (learning disability, deaf/hard of hearing, blind/visually impaired, medical problem, mobility impairment, mental illness, head injury, attention deficit disorder, etc.). Documentation can be in the form of a medical report, psychological/psycho-educational assessment, IPRC, IEP or other educational reports. This documentation helps determine the most appropriate academic accommodations. We ask students to identify themselves to Disability Services as soon as they are accepted into a program or course.</p> <p>Disability Services has an Adaptive Technology Computer Lab, where training is offered on adaptive technology. Students with disabilities can then use these specialized software programs for their course work and exams.</p>
Tutoring	<p>The Learning Commons houses services that are designed to develop academic skills and improve learning. We provide subject-specific Peer Tutoring, Peer Conversation Partners, Peer Supported Learning Groups, a Learning Skills Service, and a Writing Service. I CAN assistants provide technical computer support to students who are accessing the Learning Commons and Adaptive Technology Lab.</p> <p>Peer Tutoring - we recruit, hire and train senior full-time students to provide subject-specific tutoring to students experiencing difficulty. Tutoring is offered in subjects where there is a senior tutor pool available. Tutoring options include: one to one matches (minimal fee for service) and group tutorials. Available at all campuses.</p> <p>Peer Conversation Partners - is a service for English-as-a-Second-Language students. Students can meet with a peer volunteer to practice conversation skills, either one-to-one or in groups and learn more about Canadian culture. Currently available at Doon and Waterloo Campus.</p> <p>Peer Supported Learning Groups - PSLGs are organized weekly group study sessions that offer students a chance to meet with other students and a leader to compare notes, discuss concepts and practice test-taking strategies together. PSLGs are offered at Doon Campus.</p>

	<p>Learning Skills Service - Individual sessions and workshops are offered to students on learning styles and on individual study skills such as time management, textbook reading, multiple-choice test taking, preparing for exams, and effective note taking. Learning Skills advising is voluntary and confidential.</p> <p>Writing Services – These services assist with all writing processes, from how to organize your thoughts, to where to put the comma.</p>
Health Services	<p>Health Services provides initial care of illness and injury, physician's appointments and health-related information. At campuses other than Doon, staff that is trained in first aid is on call.</p> <p>Accidents/Injuries - any injury that occurs on College premises should be immediately reported to your instructor and Health Services, including Continuing Education office staff.</p> <p>First Aid - if Health Services staff is available, telephone or send someone to the Nurse's office. Less serious emergency cases may be brought directly to the office. If staff is not available, obtain first aid by contacting your instructor, or the Security Services office at Room 2B10, telephone 519-748-5220, ext. 3357. Emergency telephone number (all campuses) 911 – Police, Fire, Ambulance.</p>
International Student Advising	<p>The International Student Advisor provides advocacy and advice to international students for diverse problems including visa renewals and related issues. The International Education Office also organizes activities to integrate international students to the campus and to Canadian culture.</p>

Appendix 8.5: Policies on Faculty

	Approved by: ACC
	Authorizer: Executive Director: Human Resources
	Effective Date: February 14, 2007
Procedure Title: Hiring	

Procedure Statement:

This procedure provides directions for all activities related to the recruitment, selection and hiring of all full-time employees.

The procedure also provides guidelines for the hiring of part-time employees by departmental managers. Human Resource personnel provide assistance as requested by the hiring manager.

Scope:

This procedure applies to recruitment, selection and hiring processes as they relate to the hiring of full-time employees. Also included in the scope is the process for the hiring of part-time personnel by the hiring manager with assistance from Human Resource personnel as requested.

Definitions:

Full-time employees	Full-time professors, instructors, counselors, support staff and administrative staff.
Hiring manager	The supervisor (President, Vice-President/Dean/Chair/Manager/ Director) to whom the vacant position reports.
Position vacancy	A newly created position or an existing faculty, support staff or administrative staff position which has become vacant through the termination of an incumbent or the movement of an incumbent to another position within the College.
HR13	The Position Vacancy: Authorization to Recruit, Post and Advertise Form which the hiring manager initiates in order to obtain approval to fill a vacant position.
Position Description Form (PDF)	The standard format used to describe qualifications and duties for positions in the support staff bargaining unit.
Position Description for full-time professor, instructor, counselor	Outlined in the Academic Collective Agreement.

Responsibilities:

The hiring manager is responsible for identifying the qualifications and/or credentials required of potential candidates and initiating the HR13.

The Manager, College Finance, is responsible for confirming the budget allocation for full time positions.

The Executive Director, Human Resources, is responsible for presenting full time vacancies to the Executive Committee for approval to fill the position.

The Executive Director, Human Resources, is responsible for co-ordination of activities related to the recruitment, hiring and selection processes for full time bargaining unit positions. In some situations, a search committee consisting of college employees or Executive Search may be used.

Procedure:**Hiring for Full-Time Positions**

1. The hiring manager determines the need to fill a position, the qualifications and/or credentials required and forwards a completed HR13 to the College Finance Department.
2. The Manager, College Finance, confirms the budget allocation for the position and forwards the HR13 to the Executive Director, Human Resources.
3. The Executive Director, Human Resources, presents the requested position to the Academic Coordinating Committee for approval.
4. Once approved by the Academic Coordinating Committee, the Manager: Recruitment and Benefits posts/advertises the position as per the Academic and Support Staff Collective Agreements.
5. Human Resources receives and records the applications.
6. The hiring manager, in conjunction with the Executive Director, Human Resources and/or the Manager: Recruitment and Benefits determines the selection committee and develops an interview questionnaire.
7. The hiring manager reviews applications and shortlists the qualified candidates for interview.
8. The Manager: Recruitment and Benefits arranges interviews.
9. The hiring manager, selection committee and Human Resources representative conduct interviews of the short-listed candidates and select the successful candidate and possible alternatives.


10. The Manager: Recruitment and Benefits/delegate conducts reference checks to confirm acceptability. If the selected candidate's references are unacceptable, he/she contacts alternative candidates.
11. A verbal offer of employment, including finalization of salary, is made by the Manager: Recruitment and Benefits or the Executive Director: Human Resources.
12. If the selected candidate declines, the Executive Director: Human Resources/Manager: Recruitment and Benefits/delegate contacts the alternate(s) and the process is repeated until a suitable candidate accepts.
13. If no suitable candidate accepts, the hiring manager reviews the applications again or the Manager: Recruitment and Benefits re-posts and/or re-advertises the position.
14. The Manager: Recruitment and Benefits issues a formal letter of offer, signed by the Executive Director: Human Resources, to the successful candidate and regrets the other candidates interviewed.

Hiring of Part-Time Personnel

1. The hiring manager determines the need to fill a position, the qualifications and/or credentials required.
2. If the position is to be posted/advertised, the hiring manager forwards HR13 to Human Resources.
3. If the position is posted/advertised, résumés are received and recorded by Human Resources.
4. If the position is posted/advertised, the hiring manager reviews all applications and shortlists the qualified candidates for interview.
5. If the position is posted/advertised, the hiring manager determines the selection committee, develops the appropriate interview questionnaire, arranges and conducts the interviews.
6. The hiring manager makes the hiring decision.
7. The hiring manager makes the offer of employment to the selected candidate.
8. The hiring manager initiates part-time employment contracts as required.

Revision Log:

Revision Date	Summary of Changes
November 16, 2001	Original Issuance
February 14, 2007	Position/Title Changes

	Approved by: ACC
	Authorizer: Chair: Professional Development
	Effective Date: October 1, 2000
Procedure Title: Professional Development Plans	

Professional Development Policy

Procedure Statement:

This procedure provides directions for developing and writing Professional Development Plans.

Scope:

This procedure applies to all full time employees of the College.

Definitions:

<u>Development Activities</u>	Activities, training, course work that the employee should participate in to improve his/her skills and/or knowledge. They should be as specific as possible and should be prioritized. They may originate from areas of performance requiring development, or may be personal goals of the employee, or activities which address organizational change.
<u>Job Requirement</u>	Development or training activities which are essential for the employee to be able to complete the job competently.
<u>Target Date</u>	Date when an activity is expected to be complete. Major activities may be broken down into a series of smaller actions - each with its own target date.
<u>Resources Needed</u>	Courses, written materials, capital expenditures, etc., that are required in order for the employee to complete the development activities.
<u>Estimated Costs</u>	Actual costs for tuition, books, other materials or equipment. They also include, if applicable, travel, accommodation, release time, replacement costs. If known, they should be entered for the purpose of budget planning.
<u>Complete</u>	Date when the activity has been successfully completed.

Responsibilities:

The Supervisor is responsible for conducting the performance appraisal and completing the Performance Appraisal Summary.

The Supervisor in consultation with the employee is responsible for developing the PD Plan.

The Chair: PD is responsible for maintaining the file of PD Plans and for reviewing them for purposes of determining trends of PD training needs

Procedure:

A Professional Development Plan is submitted biennially for each employee.

1. The employee and the supervisor complete the Professional Development Plan jointly at the time of the appraisal interview, using the results of the appraisal.
2. The employee and the supervisor choose the development activities after discussing various possible ways of accomplishing the desired outcomes. If the employee is meeting all performance expectations and does not have any personal objectives, this section may simply read "NONE".
3. The supervisor completes the column indicating appropriate resources to achieve the desired developmental outcomes. If the employee and supervisor are not familiar with available resources, they may contact the Chair: PD for assistance with this section.
4. The supervisor reviews and notes in the comment section the time lines for when the employee's progress will be reviewed.
5. The supervisor completes the column indicating the anticipated costs. If costs cannot be estimated, the Chair: PD may be approached for assistance.
6. Both the supervisor and the employee sign the completed Professional Development Plan and both keep a copy of the Plan.
7. The supervisor forwards the original of the Professional Development Plan with the Performance Appraisal Summary to the Human Resources Office.
8. The Human Resources Department copies each plan for the Chair: Professional Development to review in order to determine and record learning needs, resources required and estimated costs for the purpose of budgeting and planning development activities. The Performance Appraisal Summary and the Professional Development Plan are filed in the employee file.

Revision Log:

Revision Date	Summary of Changes
October 01, 2000	Initial issuance

FACULTY TEACHING AND LEARNING IMPROVEMENTS

Faculty teaching and learning improvements occur through the following processes:

- Formative feedback on teaching is obtained through the Student Assessment of Teaching (SAT) surveys that are administered to two sections of students each semester for every member of faculty on probation see *Appendix 7.1.2. and 7.2.3.* The same occurs for full-time instructors though on a biannual basis. After the SAT results are compiled, the Chair/Dean meets with the professor to discuss the results as well as to complete a performance evaluation. The frequency of feedback, particularly during the initial years of teaching, helps ensure effectiveness in the classroom. Professors are also encouraged to seek informal feedback on teaching/learning strategies they have employed in their classrooms.
- All new faculty participate in a three-part professional development program that commences with a week of in-service activities delivered in August of each year. That program continues with the second part of the program delivered in May of the following year and the third part in June of the year after that. Other professional development activities relevant to improving teaching and learning are available to all faculty on a regular basis.
- KPI results are reviewed on an annual basis and programs address areas for improvement. In some cases, this might involve improvements to teaching and learning.

Improvements in the overall delivery of academic programs and other services occur through the following processes:

- Program Forums bring together student representatives to meet with their Chair/Dean and program co-ordinator. The agendas for these meetings are set in consultation with the students who can initiate discussions on anything of concern or interest to them. Agenda items might require guests from other areas of the college to ensure they are addressed completely and to the satisfaction of all. Students then report back to the sections they represent to ensure wider communication. Minutes of Program Forums are widely circulated within the College so that issues that emerge across programs and/or Schools can be identified and addressed on a timely basis.
- Faculty and administrators review the KPI results annually and identify areas in which they would like to improve. Strategies to address these are developed and implemented and results reviewed.

The College assesses the accomplishment towards identified program outcomes for Applied Degree programs on an annual basis. Specialists who are external to the college are invited to review the student assessments and projects and meet with them. Their independent review ensures the outcomes are appropriate to degree-level programs as well as consistent with what has been planned. Their feedback is valuable for improving the delivery of these programs.

The college has well established policies regarding on going program reviews. These policies are established by the Board and the college rigorously follows them. Results of these and other similar quality policies are reflected in continuous improvement and positive KPI results.

INSTRUCTIONS FOR THE PREPARATION, MONITORING, DISTRIBUTION AND TRACKING OF STANDARD WORKLOAD FORMS (SWFS):

1. The Chair and the teacher meet and discuss the proposed workload. (If the teacher is aware of the proposed workload or it is a repetition of a previous semester, a meeting may be unnecessary.)
2. The Chair or designate completes a Standard Workload Form (SWF) and a copy is forwarded to the teacher no later than six (6) weeks prior to the beginning of the workload, excluding statutory holidays and vacations.
 - In preparing a SWF, student numbers are based on the College's best planning estimates. The date to be used for preparing a revised SWF, if applicable, is the date by which a student can withdraw from a program without academic penalty. (These dates are reflected in the Student Guide.) For purposes of Trades and Apprenticeship programs, SWFs are revised at the end of the second week to reflect revised student numbers. If student numbers increase after the appropriate date, the SWF will be revised and, should overtime be payable, it will be retroactive to the first week of the semester. Should numbers decrease to the point that overtime is no longer applicable, no overtime compensation will be attributed after the withdraw date. Additionally, should student numbers decline, no attempt will be made to recover monies paid out prior to the revision date.
 - In unplanned or exceptional circumstances, assignments may be altered and the six (6) week time limit waived by the mutual agreement of the Chair and the teacher. In these cases the amendments would be discussed by the Chair and teacher.
 - No more than four different course preparations or six different sections shall be assigned to a teacher in a given week except by voluntary agreement, which shall not be unreasonably withheld (article 11.01 D 2). Where a course is delivered through a combination of lecture(s) and lab(s), it is considered to be one section; however, the hour(s) allocated for the lecture(s) and lab(s) must be listed separately. The Chair, however, will note on the SWF that the combined lecture(s)/lab(s) constitutes one section.
 - Any revision of the initial SWF will be done by the Chair in consultation with the teacher and a new SWF issued (article 11.02 A1 (a)).
 - Any time in excess of the 44 hour maximum is indicated on the SWF. Probationary faculty cannot be in an overtime situation. Workloads above 47 hours must not be scheduled. Exceptions to this must be brought to the College Workload Monitoring Group. An overtime claim form (Appendix A) must be attached to the SWF. (Forms are available in Chairs'/AVPs' offices.) Overtime claim forms are processed on a monthly basis, subject to the collective agreement and Human Resources practices (articles 11.01 J1 - 11.01 J4). Lieu time is not an option.
 - Where "ancillary duties" apply to a course delivered in an alternative mode, an "ancillary duties sheet must be completed and attached. Complementary hours related to ancillary duties will be discussed and mutually agreed upon by the teacher and Chair.

- * In the event a workload (SWF) is assigned or altered during a teacher's vacation period, and it is not possible to make personal contact with the teacher, notification shall be by certified letter. In addition, the right to access the College Workload Monitoring Group for dispute resolution shall be maintained.
3. Within seven (7) calendar days of receipt of the SWF, the teacher checks the SWF and indicates one of the following:
 - a) agreement with the assigned workload. (In this case the teacher indicates mutual agreement of assigned workload on SWF and returns the signed SWF to the Chair.)
 - b) non-agreement with the assigned workload and referral of the difference to the College Workload Monitoring Group (CWMG). In this case the SWF is returned to the Chair, signed, and the teacher follows the steps outlined in "Procedure when Workload is in Dispute."
 - Where possible, the Chair/Associate Vice President (AVP) will sign the SWF prior to issuing it to the teacher.
 - It is very important that faculty members receive, sign and return the SWF. If the SWF is not signed and returned, the teacher shall be considered to be in agreement with the total workload and the Chair will note on the SWF "invoked as per the collective agreement."
 - The evaluation assigned to a course must be consistent with the course outline and actual course activities. Lack of consistency between the course outline and evaluation methods used in the course could be problematic for the teacher and/or College in the case of a student appeal.
 4. A copy of the SWF, signed by both teacher and Chair, is retained in the Chair/AVP's office and copies are forwarded to the teacher and to the Local Union President or designate.

If SWF is not signed by teacher within seven (7) calendar days, a copy of the SWF is to be forwarded to the Local Union President marked "invoked as per the collective agreement."

The Union should receive copies of all SWFs within two weeks of issuance date.

NOTES RE SWFS:

- Reading week is to be recorded on the SWF to reflect that a variety of activities occur during that particular week and that it is not counted as a teaching week unless indicated as such. It should be understood that reading week is an employee work week (unless the employee is on approved vacation) and, therefore, the teacher should be available for meetings and consultation.

In cases where vacation and/or other work undertaken voluntarily is being completed, no SWF will be issued. However, in cases where the College and teacher have mutually agreed to work assigned, a SWF will be issued and such work will be attributed on an hour-for-hour basis.

(Reference - Minutes of October 20, 1994 College Workload Monitoring Group meeting)

Exam week counts as a teaching week and teaching days, but not teaching hours unless actual teaching is assigned and takes place. If this is the case, the appropriate preparation and evaluation time attributed to the teaching hours should be shown.

It is not anticipated that an exam week would attract overtime payment.

Audited SWFs:

Upon request, the Union will receive copies of audited SWFs.

PROCEDURE WHEN WORKLOAD IS IN DISPUTE

In the event of any difference arising from the interpretation, application, administration or alleged contravention of articles 11.01 or 11.02 the following steps apply:

1. Within fourteen (14) days the teacher discusses such difference with the Chair. The Chair's office will initiate the meeting.
2. Within seven (7) days following the meeting, the Chair responds to the workload complaint.
3. Failing resolution of the complaint, the teacher may refer the complaint, within seven (7) days of receipt of the Chair's reply, to the College Workload Monitoring Group (CWMG) by completing a Workload Complaint Form (Appendix B). The teacher forwards a copy of the form to Human Resources and the Local Union President for referral to CWMG. (Workload Complaint Forms are available in the Chair's office.)
4. Within one (1) week, where feasible, of receiving the complaint the CWMG meets with a view to resolving the complaint (article 11.02D1).
5. Within seven (7) days of the meeting, the decision of the majority of the CWMG is communicated, in writing, to the teacher and Chair. This decision is binding on the College and the teacher (article 11.02 D4 and D5).
6. If the matter is not resolved by the CWMG, the teacher will be advised in writing. The teacher may then refer the matter to a Workload Resolution Arbitrator (WRA) within one week of receiving a response from the CWMG. Failing any response from the CWMG within three (3) weeks of the initial referral, the teacher may refer the matter to a WRA. Notification of this referral must be in writing and forwarded to Human Resources and the Local Union President.

* day means calendar day

Appendix 8.7: Enrolment Projections and Staffing Implications

Enrolment projections are partially based upon Conestoga's experience with the 3 year Graphic Design diploma program. From the beginning, the 3 year Graphic Design diploma program has had relatively healthy enrolment and in 2009, admissions once again reached wait list status. Conestoga is confident that when the first Design & Entrepreneurship cohort enters the co-op work place, the college will have natural ambassadors present in the industry.

The college is actively involved in offering new Bachelor degree initiatives. These actions, in conjunction with Conestoga's solid program design and delivery, smaller classes, and applied offering, continue to attract good applicants to the college's degree programs.

Recruitment of faculty and staff is a recognized challenge in technically advanced fields. Conestoga has maintained its high recruiting standards. The project and team based approaches in learning and teaching is an advantage and faculty and staff share their collective knowledge and experience with the students.

ENROLMENT PROJECTIONS				
Students	2010	2011	2012	2013
Year 1	35	35	35	35
Year 2	0	30	30	30
Year 3	0	0	40	40
Year 4	0	0	0	38
Total	35	65	105	143

NOTE: Enrolment takes into account an assumed attrition rate of 14% going into second year of the program. A 6% attrition rate is assumed for third year (with the addition to the program of 12 bridging students). A 5% attrition rate is assumed for fourth year.

STAFFING REQUIREMENTS – PROJECTED						
Year	Cumulative Enrolment		Cumulative Full-Time Faculty Equivalents (F.T.E.)	Cumulative Part-Time Faculty Equivalents (F.T.E.)	Technical Support	Ratio of Full-Time Students/ Full-Time Faculty
	Full-Time	Part-Time				
2010	35		2	1	.5	17.5
2011	65		3	2	1	21.6
2012	105		5.5	2	1	19.06
2013	143		7	3	1	20.4

Faculty from the School of Media & Design Graphic Design and Public Relations programs, the School of Business and the School of Liberal Studies will be assigned to courses in the Graphic Design & Entrepreneurship program. New faculty will be hired as required.

Advertising for the hiring of new faculty includes possible postings in The KW Record and the Globe & Mail plus online at www.edujobscanada.com , www.academiccareers.com , www.universityaffairs.ca/Default.aspx , www.chronicle.com , www.ontariocollegeemployment.ca , www.workopolis.com , <http://www.gdc.net/> (Society of Graphic Designers of Canada) and <http://www.rgdontario.com/> (RGD Ontario)

New Hire ID	Start	Teaching Terms	Qualifications	Area of Expertise
TBH #1	F2010	F/W	Masters degree in related field; professional designation; industry experience	Drawing and visual design; graphic design
TBH#2	F2011	F/W	Masters degree in related field; professional designation; industry experience	Interactive graphic and web design; digital photography
TBH #3	W2013	W/S	Masters degree in related field; professional designation; industry management experience	Graphic design thesis and portfolio; business of graphic design; digital photography
TBH #4	F2013	F/W	Masters degree in related field; professional designation; industry experience	Advanced graphic design; digital photography

9 Credential Recognition Standard

Appendix 9.1: Program Design and Credential Recognition

Credential recognition will come from different sources:

Recognition of this credential by the industry is of critical importance. To that end, Conestoga College's Graphic Design advanced diploma graduates have been well received throughout the region. They have won many major awards over the years including the 29th Annual College Photography competition by Nikon (five finalists), Crime Stoppers of Waterloo Region Anti-Violence posters (12 selected), Staedtler-Mars Lumograph Pencil National Competition 2008 (first, second and third), Victim Services of Ontario (new crest for the province of Ontario), Martinis Sarah Misselbrook Project 2008 and 2009 (poster), Skills Canada pin competition 2009, Skills Canada medal competition 2008, Walter Fedy Christmas card competition 2008 and 2009, and the Best Float Design in the KW Oktoberfest Parade for Maple Leaf Foods 2006-2008.

It is expected that the Graphic Design & Entrepreneurship degree graduates will benefit from this established recognition and, as the degree graduates will also understand creative entrepreneurship and business management principles and practices, they should have an added advantage entering into this industry.

As students in the program, they will be eligible for co-op positions that will help to establish the degree program in the graphic design community. Members of the Advisory Committee have provided letters of support for the design of the program and are expected to be future employers.

Second, recognition of the credentials by the schools and parents is an important factor in Conestoga's ability to deliver the program. The College continues to market degree programs at all possible opportunities. Graduates from this program have attained leading positions in the design industry, such as Executive Creative Director, Creative Director, and Principle, in companies not only in the Waterloo region but across Ontario and in New York.

Third, recognition by accreditation bodies is very important. Currently Conestoga College is known for its three year Graphic Design advanced diploma by RGD Ontario. Conestoga College's academic team will work diligently towards creating a degree program of the highest academic standards that will garner continuing recognition. Members of the current graphic design faculty have, or are in the process of attaining, R.G.D. accreditation and will bring that experience to the classroom.

Fourth, recognition of Conestoga's graduates by other educational institutes for advanced studies is imperative. This issue of recognition in Ontario remains a challenge and Conestoga is diligently working toward opening these opportunities for future graduates. Other provinces and countries have a well developed recognition system. The college is confident that, when Conestoga students perform side by side with university graduates, universities will become more open and welcome our graduates.

Graduates of the Design & Entrepreneurship program may decide to pursue Master's degree studies. In Canada, relevant studies are offered at institutes such as the University of Waterloo (Master of Business Entrepreneurship & Technology and MFA), WLU (MA), the Nova Scotia College of Art & Design (Master of Design and MFA), and the Ontario College of Art & Design (Master in Art, Media & Design and Executive Master of Design in Advertising).

Conestoga College has articulation agreements with several institutions in the USA and Australia. Griffith University in Queensland, Australia offers degrees such as Master of Design Futures, Master of Digital Design, MFA and MA in Visual Art. The University of Western Sydney has a Master of Convergent Media and a Master of Professional Communication degree. In Michigan, Saginaw Valley State University has a MA in Digital Media Design, while Davenport University offers an MBA.

Conestoga's Design & Entrepreneurship program is a unique Bachelor degree program at the forefront of educational options. This concept of design/management as a base for graphic design and creative entrepreneurship is leading edge in Ontario and North America. To the best of our knowledge, it fills a need that has been identified both in terms of industry and student interest; a balance of core graphic design skills acquisition and application blended with business and entrepreneurial acumen.

10 Regulation and Accreditation Standard

Appendix 10.1.1: Current Regulatory or Licensing Requirements


Not applicable.

Appendix 10.1.2: Letters of Support from Regulatory/Licensing Bodies

Not applicable.

11 Program Evaluation Standard

Appendix 11.1: Periodic Review Policy and Schedule

	Approved by: Academic Coordinating Committee
	Authorizer: Executive Dean, Academic Administration
	Effective Date: September 1, 2007
Policy Title: Degree Development, Review, Revision, Renewal	

Policy Statement:

Conestoga recognizes that degree program development and degree program review, revision, and renewal are central to the function of meeting community, employer, government, and student needs. Therefore, the process of developing and reviewing degree programs must be subject to a rational approach that takes into account all administrative areas and operational functions of the institution that are affected by and contribute to degree program design and delivery.

Degree program development and review must be developed within a context of internal and external scrutiny, and must follow a well defined path from initial discussion to final implementation.

Scope:

This policy applies to all Conestoga degree programs.

Definitions:

Degree Management Committee: It is the responsibility of this body to discuss all proposed degree development, review, revision, and renewal activity.

ACC: Academic Coordination Committee. It is the function of ACC to recommend degree program development through a two stage process: first, by the examination and discussion of the Approval to Proceed document; second, by the subsequent examination and discussion of the Degree Program Documents (Data Pack, PEQAB Submission documents as required).

ACASA: Advisory Committee on Academic and Student Affairs. This sub-committee of the Board of Governors has the responsibility to further examine and discuss degree program proposals that have been approved by ACC., via the ACASA – New Program Approval document and to make a recommendation to the Board of Governors. Schools are to present and defend their degree program proposals to ACASA, and are to act on any recommendations that are forthcoming from this body.

ACASA – New Program Approval Document: This document is initially presented at ACC for recommendation to ACASA, and the Board of Governors. The document outlines the various aspects of the proposed program, including admission criteria and program rationale.

Board of Governors: The final internal approval stage is that of the Board of Governors. According to provincial legislation, 2002, Boards of Governors have the final internal responsibility to approve college degree program proposals.

MTCU: The Ministry of Training, Colleges and Universities has the function of assessing all degree program proposals for determination of appropriate code classification, funding weights and parameters, and program titling.

PAC: Program Advisory Committee recommendation is required for all degree program development and revision, in accordance with MTCU policy.

PEQAB: The Postsecondary Education Quality Assessment Board is an arms-length advisory agency that makes recommendations to the Minister of Training, Colleges and Universities of Ontario on applications for ministerial consent under the terms of the Post-secondary Education Choice and Excellence Act, 2000.

Program: A program is a planned and coordinated selection of degree-level courses delivered to an identified student body, at the successful conclusion of which an appropriate degree credential will be awarded.

Program Documents: Data Pack, PEQAB Submission documents

Policy Elaboration:


1. Each new degree program will be developed in accordance with the defined procedure.
2. Each degree program will follow the defined renewal procedure on a regular schedule, the maximum time limit to correspond to PEQAB regulations.
3. Each degree program will follow the defined internal assessment review procedure on an annual basis. The internal assessment will be done by an external assessment individual(s) selected by Conestoga and with credentials appropriate to the degree.
4. Each degree program will institute regular and on-going revisions as needed for currency and relevance.
5. All revisions shall be recorded and archived for subsequent retrieval.

References:

Conestoga Organisational Chart
Conestoga Goals and Objectives
Degree Program Development Procedure
Degree Program Review Procedure
PEQAB Documentation

Revision Log:

Revision Date	Summary of Changes
12 Nov 2008	Update Definitions
7 April 2009	Approved – Degree Management Committee
15 April 2009	Approved – Policies and Procedures Committee
29 April 2009	Approved – Academic Coordinating Committee

	Approved by: Academic Coordinating Committee
	Authorizer: Executive Dean, Academic Administration
	Effective Date: September 1, 2007
Procedure Title: Degree Development Procedure	

Procedure Statement:

The College recognizes that degree program development is central to the function of meeting community, employer, government, and student needs. Therefore, the process of developing new College degree programs must be subject to a rational approach that takes into account all administrative areas and operational functions of the College that are affected by and contribute to degree program design and delivery.

Degree programs must be developed within a context of internal and external scrutiny, and must follow a well defined path from initial discussion to final scheduling.

This procedure defines how degree programs will be developed to assure approval by both internal and external bodies.

Scope:

This procedure applies to all new degree program development.

Definitions:

ACC: Academic Coordination Committee. It is the function of ACC to recommend degree program development through a two stage process: first, by the examination and discussion of the ACASA – New Program Approval document; second, by the examination and discussion of the Degree Program Documents (Data Pack, PEQAB Submission documents as required).

ACASA: Advisory Committee on Academic and Student Affairs. This sub-committee of the Board of Governors has the responsibility to further examine and discuss degree program proposals that have been approved by ACC., and to make a recommendation to the Board of Governors. Schools are to present and defend their degree program proposals to ACASA, and are to act on any recommendations that are forthcoming from this body.

ACASA – New Program Approval Document: This document is initially presented at ACC for recommendation to ACASA. The document outlines the various aspects of the proposed program, including admission criteria and program rationale.

Board of Governors: The final internal approval stage is that of the Board of Governors. According to provincial legislation – the Ontario College of Applied Arts and Technology Act, 2002 - Boards of Governors have the final internal responsibility to approve college degree programs.

Degree Management Committee: It is the responsibility of this college body to discuss all proposed degree program development and revisions.

MTCU: The Ministry of Training, Colleges and Universities has the function of assessing all degree program proposals for determination of appropriate code classification, funding weights and parameters, and program titling.

PDAC: Program Development Advisory Committee recommendation is required for all degree program development, in accordance with MTCU policy.

PAC: Once a degree is approved, a Program Advisory Committee shall be constituted, to advise in all academic matters.

PEQAB: The Postsecondary Education Quality Assessment Board is an arms-length advisory agency that makes recommendations to the Minister of Training, Colleges and Universities of Ontario on applications for ministerial consent under the terms of the Post-secondary Education Choice and Excellence Act, 2000.

Program: A program is a planned and coordinated selection of degree-level courses delivered to an identified student body, at the successful conclusion of which an appropriate degree credential will be awarded.

Program Documents: Data Pack, PEQAB Submission documents

Responsibilities and Procedure:

Schools:

- Contact Academic Administration when contemplating the development of a new college degree program ,
- Provide Executive Dean, Academic Administration with an overview of degree development plans.
- Contact external assessment individuals with credentials appropriate to the degree who will review the degree program proposal and make recommendations to the School as members of PDAC.
- Keep available all documentation pertaining to the degree proposal for reference during scheduled site visits by PEQAB assessors.

Academic Administration:

- Schedule a meeting/consultation with the School representative(s), to discuss degree development plans,
- Academic Administration staff and the School representative will work out a degree development plan, including detailed responsibilities and schedule.
- Academic Administration will work with the Schools involved to prepare all relevant documents needed for internal and external approvals
- Academic Administration will coordinate all approval procedures (internal – ACC, ACASA, Board of Governors; external – PEQAB, MTCU)


References:

College Organisational Chart
College Goals and Objectives
Degree Program Development Process

PEQAB Documentation

Revision Log:

Revision Date	Summary of Changes
12 Nov 2008	Update to Definitions
7 April 2009	Degree Management Committee
15 April 2009	Policies and Procedures Committee
29 April 2009	Academic Coordinating Committee

	Approved by: Academic Coordinating Committee
	Authorizer: Executive Dean, Academic Administration
	Effective Date: September 1, 2007
Procedure Title: Degree Review, Revision, and Renewal Procedure	

Procedure Statement:

The College recognizes that regularly scheduled formal degree program review is central to the function of meeting community, employer, government, and student needs. Therefore, the process of reviewing College degree programs must be subject to a rational approach that takes into account all administrative areas and operational functions of the College that are affected by and contribute to degree program design and delivery.

Degree programs must be reviewed within a context of internal and external scrutiny, and must follow a well defined path from initial discussion to final implementation.

This procedure defines how degree programs will be reviewed to assure approval by both internal and external bodies.

Scope:

This procedure applies to all degree program reviews.

Definitions:

Degree Management Committee: It is the responsibility of this college body to discuss all annual degree reviews, ongoing and regular revisions, and renewals

Documentation: Documentation in the form of student work must be gathered and kept on file for Review and PEQAB assessment purposes. For PEQAB assessment, documents must be current to the two academic years leading up to the individual degree renewal deadline. In the case of accreditation requirements, schools are required to follow the requirements of the accreditation bodies.

DW, DL, and DO: Courses within the discipline (DW), courses linked to the discipline (DL) and courses from outside of the discipline (DO).

Evidence of student work: Evidence of student work for the purposes of Review and PEQAB assessment includes a discrete selection of representative courses (DW, DL, and DO) across all four years. Examples from the thesis and capstone courses are required.

- all test, quiz and exam questions given by the instructor to students and answer sheets used by the instructor;
- examples of student answers to above including exemplary, average, and minimally acceptable results
- all assignment, project/presentation, and evaluation handouts given by the instructor to students;

- examples of student assignments, projects/presentations, and evaluations including exemplary, average, and minimally acceptable results

In the case of accreditation requirements, schools are required to follow the requirements of the accreditation bodies.

PAC: Program Advisory Committee recommendation is required for all degree program reviews and renewals, in accordance with PEQAB policy.

PEQAB: The Postsecondary Education Quality Assessment Board is an arms-length advisory agency that makes recommendations to the Minister of Training, Colleges and Universities of Ontario on applications for ministerial consent under the terms of the Post-secondary Education Choice and Excellence Act, 2000.

Program: A program is a planned and coordinated selection of degree-level courses delivered to an identified student body, at the successful conclusion of which an appropriate degree credential will be awarded.

Program Documents: Data Pack, PEQAB Submission documents.

Provincial Degree Program Standards: PEQAB published program standards must be adhered to in all degree program reviews and revisions.

Review: A formal examination and analysis of a degree program, to be carried out on an annual basis, to assess degree relevance, health, need. A review shall examine factors related to the degree program, such as: employment rates, retention rates, enrolment figures, student assessment of teaching, Key Performance Indicators, evidence of student work, etc.

Revision: Regular and ongoing modifications to degree programs are based on currency of content, changes in the external environment, employer and PAC recommendations, external agency recommendations, and program needs. Any major revisions to a degree program will be submitted to PEQAB for assessment and recommendation to the MTCU.

Renewal: Subject to PEQAB requirements, each degree will undergo a major renewal process based on published timelines.

Responsibilities and Procedure:

Schools:

- Contact Academic Administration when contemplating the review or revision of a college degree program,
- Provide Academic Administration with an overview of degree review and/or revision plans.
- All normal and ongoing revisions are to be approved by Degree Management Committee
- For reviews, contact an external assessment individual(s) with credentials appropriate to the degree who will review the degree program and make recommendations to the School.
- Implement changes as appropriate.

- Keep all documentation pertaining to the degree review/revision for reference during scheduled degree program renewals, in accordance with PEQAB renewal requirements.

Academic Administration:

- Schedule a meeting/consultation with the School representative(s), to discuss review /revision plans,
- Academic Administration staff and the School representative will work out a review/revision plan, including detailed responsibilities and schedule,
- Academic Administration and the School will make degree program recommendations based on the findings of the review,
- Degree program modifications will continue to be carried out on an annual basis, while major degree program design revisions will be submitted to PEQAB for assessment and recommendation.
- Degree program renewals, in accordance with PEQAB renewal requirements, will be coordinated by Academic Administration in consultation with the School representative(s).

References:


College Organisational Chart
 College Goals and Objectives
 Degree Program Development Procedure
 Degree Program Development Steps
 PEQAB Documentation

Revision Log:

Revision Date	Summary of Changes
12 Nov 2008	Update to Definitions
24 Mar 2009	Update to Definitions and Procedure
7 April 2009	Approved – Degree Management Committee
15 April 2009	Approved – Policies and Procedures Committee
29 April 2009	Approved – Academic Coordinating Committee

12 Academic Freedom and Integrity Standard

Appendix 12.1.1: Academic Freedom Policy

	Approved by: ACC
	Authorizer: Director: Applied Research
	Effective Date: November 11, 2003
Policy Title: Applied Research	

I. APPLICATION OF POLICY

Policy SCOPE:

This policy applies to individuals at Conestoga College ITAL (the College) involved with research, as defined in the Research Policy, in any capacity whatsoever. Anyone working under the aegis of the College engaging in research, using the College's facilities, or seeking approval of the College for research must adhere to the highest level of ethical standards. All researchers are covered by this policy and include:

- full time staff
- part time staff
- contractors
- students

II. APPLIED RESEARCH DEFINITION

Original investigation, undertaken to acquire new knowledge, or to apply existing knowledge in a novel way, directed primarily towards a specific practical aim or objective. Ideas are developed into operational form to produce new products, devices, processes, systems, and services or to improve substantially those already produced or installed.

III. STATEMENT OF PRINCIPLES

Principles/Guidelines:

The objective of this policy is to ensure that research undertaken at the College and presented in the College's name is of sufficient quality to enhance the College's reputation. It is also intended to maximize the contribution of research to the academic programs, minimize the College's exposure to risk and ensure the appropriate use of the College's resources and to support business stakeholders in solving problems and seizing opportunities. This policy requires that:

- All research projects conducted under the name of the College or with Extensive Use of the College's facilities is approved before commencing. This approval be reviewed annually during the duration of the research project;

- All research contracts and proposals be approved in advance;
- Researchers agree to be bound by the College's research policies; and
- All research reports provided to external parties are approved before release.

The College holds all researchers undertaking research projects responsible for upholding the following principles:

- Recognizing the substantive contributions of collaborators and students; using unpublished work of other researchers and scholars only with permission and with due acknowledgement; and using archival material in accordance with the rules of archival source.
- Using scholarly and scientific rigor and integrity in obtaining, recording, and analyzing data, and in reporting and publishing results.
- Ensuring the authorship of published work includes all those who have materially contributed to, and share responsibility for, the contents of the publication, and only those people.
- Revealing to sponsors, the College, and other stakeholders, any material conflict of interest, financial or other, that might influence their decisions or actions.

IV. RESEARCH PROJECT CRITERIA

Proposed research projects will be evaluated against the following criteria:

- Potential contribution to present or future academic programs (Post Secondary & Part time)
- Contribution to the College's strategic goals
- Potential contribution to and protection of the College's reputation and rights
- Protection of the researcher's rights and academic freedom
- Degree to which the project builds industry and community relationships
- Capabilities and qualifications of the research personnel
- Requirement for use of the College's facilities and resources
- Provisions for Intellectual Property (IP) disposition
- Time available for research staff to undertake research
- Opportunities for student involvement
- Protection against exploitation of staff or students
- Ethics approval if project involves human subjects
- Financial benefit/cost to the College
- Potential risk and adherence to policies of funding agencies and the College and government regulations, including such areas as the environment, ethical treatment of animals and other relevant policies.

V. RESEARCH PROJECT DEVELOPMENT, APPROVAL, AND EXECUTION

- Research projects must be reviewed and approved, prior to proposal submission, by the Dean or Associate Vice-President of the School and the Associate Vice-President, Research.

Researchers are encouraged to identify potential projects as early in the process as possible to facilitate review, input, and support during the proposal development.


- Research projects are subject to regular review during the project life. Reviews will be attended by the Dean or Associate Vice-President of the School and the Associate Vice-President, Research and others as appropriate considering the project subject. Reviews shall be held at least quarterly.

Related Policies

- College Approval to Submit Research Applications/Proposals to External Sponsors
- Conflict of Interest in Research
- Ethical Conduct in Research Involving Humans
- Integrity in Research
- Research Administration & Policy Development
- Research in the Yukon, Northwest Territories and Nunavut
- Research Intellectual Property Rights
- Research Involving Biohazards and Radioactive Materials
- Student Rights in the Conduct of Research
- Use of Animals in Research, Teaching and Testing

Revision Log:

Revision Date	Summary of Changes
November 11, 2003	Initial Issuance
November 17, 2004	Update

	Approved by: ACC
	Authorizer: Director, Applied Research
	Effective Date: March 27, 2006
Policy Title: Conflict of Interest in Research	

I PURPOSE

Conestoga College Institute of Technology and Advanced Learning (CCITAL) recognizes that situations may arise that could comprise a conflict of interest. The purpose of this policy is to ensure that the conduct of research is not compromised by a real or perceived conflict of interest and that the public's confidence in research is maintained.

II SCOPE

This policy applies to faculty and students taking part in research, and other personnel involved directly or indirectly in research, including, but not limited to, research associates, technical staff, visiting professors and institutional administrators and officials representing the Institution.

III. DEFINITIONS

- 3.1 A conflict of interest in research may arise in the following circumstances:
 - 3.1.1 when activities or situations place a person or the College in a real, perceived or potential conflict between their duties and responsibilities related to research and their personal, Institutional or other interests. Conflict of interest may occur when individuals' or Institutions' judgments and actions in relation to research, are, or could be, affected by personal, Institutional or other interests, including, but not limited to, business, commercial or financial interests, whether of individuals, their family members, their friends, or their former, current or prospective professional associations – or the Institution itself.
 - 3.1.2. when the personal, Institutional or other interests of a person, including the interests of his/her family or associates, conflicts with the person's obligations to:
 - i) the College, including respect for the College's policies'
 - ii) students' or staff, under his/her supervision.
 - 3.1.3. when, without prior agreement, use is made of College resources, including secretarial, office and administrative services, technical services, laboratories, assistants, premises, logo, insignia, for the personal gain or benefit of the researchers or for the gain or benefit of others related to or associated with the researcher.

- 3.1.4. when the work of students is directed with a view to benefiting the personal or business purposes of the researcher, his/her associates or relations, to the detriment of the student's progress of scholarly academic endeavours.
- 3.1.5. when the personal or business interests of the researcher, his/her associates or relations compromise the independence and impartiality necessary to perform his/her duties.
- 3.1.6. when a researcher used confidential information that is gathered in the course of his/her duties for personal or business gain or for the gain of his/her associates or relations.
- 3.1.7. if, in the course of his/her duties, a researcher incurs an obligation to an individual or business that is likely to benefit from special treatment or favours granted by the research or the College.
- 3.1.8. when a researcher influences or seeks to influence a decision made by the College or an outside agency for personal or business benefit.
- 3.1.9. when a researcher accepts an executive appointment, employment, or shares in any non-College organization which might reasonably expect them to disclose confidential or proprietary information to which they have access by virtue of their College appointments.
- 3.1.10. when a researcher accepts, without written authorization of the College, a research grant or contract from any outside non-College organization from which they receive or may subsequently receive direct or indirect benefits as an executive officer or shareholder.
- 3.1.11. when a researcher employs students in any commercial venture related to the student's study or research or proceeds to commercialize the student's work in such a way as to restrict the student's ability to complete their academic program or their ability to communicate their findings.

IV. POLICY

- 4.1. Since the possibilities for conflict of interest and its resolution are almost limitless and can not all be covered in procedures, members of the College community are expected to conduct themselves at all times according to the highest ethical standards, in a manner which shall bear the closest scrutiny, and they are responsible for seeking guidance from the appropriate source before embarking on activities which might raise questions about conflict of interest.
- 4.2. The College views unresolved conflicts of interest in the conduct of research to be a serious breach of academic responsibility. Such alleged breaches are investigated under the *Integrity in Research* policy.
- 4.3. The CCITAL *Conflict of Interest / Use of College Resources* policy (#HR-B36(88)) and procedure (#HR20-22(88)) applies in all circumstances involving research.

Related Policies

- Applied Research Policy
- College Approval to Submit Research Applications/Proposals to External Sponsors
- Ethical Conduct in Research Involving Humans
- Integrity in Research
- Research Administration & Policy Development
- Research in the Yukon, Northwest Territories and Nunavut
- Research Intellectual Property Rights
- Research Involving Biohazards and Radioactive Materials
- Student Rights in the Conduct of Research
- Use of Animals in Research, Teaching and Testing


IV. ACKNOWLEDGEMENTS

This policy has been adopted from Red River College of Applied Arts, Science and Technology with their permission, and adapted for Conestoga College. Conestoga gratefully acknowledges the contribution of Red River College of Applied Arts, Science and Technology in this regard.

Revision Log:

Revision Date	Summary of Changes
March 27, 2006	Initial Issuance
August 24, 2007	Update
December 11, 2008	Update

Appendix 12.1.2: Academic Honesty Policy

	Approved by: ACC
	Authorizer: VP Academic
	Effective Date: September 1, 2007
Policy Title: Academic Integrity Policy	

Policy Statement:

Academic integrity is expected and required of all Conestoga students. Students are responsible and accountable for personally upholding that integrity and for maintaining control of their own work at all times so that breaches of this policy are less likely to occur. Academic dishonesty will not be tolerated, and students found guilty in any way will be disciplined in accordance with this policy.

Scope:

This policy applies to all students, full time and part time and to all clients of Conestoga.

Policy Elaboration:

Offences include, but are not limited to, the following:

- Copying from another student in any evaluation situation.
- Copying and submitting, in whole or in part, the work of another person in an assignment, report, project, etc. as one's own.
- Copying and submitting, in whole or in part, electronic files or data created by another person without permission.
- Using unauthorized material or aids in the preparation of an assignment or other method of evaluation.
- Possessing unauthorized material or aids in a test or examination situation.
- Claiming to have completed assigned tasks that were, in fact, completed by another person.
- Plagiarizing materials or works, in whole or in part.
- Allowing another person to take a test or examination in one's place.
- Altering or falsifying academic records in any way.
- Submitting false medical, academic or other documentation.
- Improperly obtaining through theft, bribery, collusion or otherwise, any test or examination paper prior to the date and time for writing such test or examination.
- Aiding or abetting anyone in an act of academic dishonesty.
- Submitting the same work in one course which has also been submitted or presented in another course without the prior written agreement of all involved faculty members.
- Fabricating information or other types of material to meet course or program requirements.
- Misrepresenting the reasons for deferring an exam or assignment.

- Unauthorized collaboration, for example, working together without permission.
- Submitting work prepared collaboratively with (an) other person(s) without explicit permission from the faculty member.


References:

Academic Integrity Policy and Procedure

Revision Log:

Revision Date	Summary of Changes
2007-03-28	Additional offences listed
2007-06-19	Content/language revisions as approved at Academic Forum
2007-06-25	Academic Forum - Approved
2007-07-16	Policies and Procedures Task Force - Validated
2007-09-05	Academic Coordinating Committee - Approved

Appendix 12.1.3: Academic Honesty Procedure

 CONESTOGA Connect Life and Learning	Approved by: ACC
	Authorizer: VP Academic
	Effective Date: September 1, 2007
Policy Title: Violation of Academic Integrity Procedure	

Academic integrity is expected and required of all Conestoga students. This procedure directs the actions to be taken in the event of a violation of this policy.

Scope:

This procedure applies to all students, full time and part time, and all clients of Conestoga. For a list of offences, see the Academic Integrity Policy.

Responsibilities:

Students are responsible and accountable for personally upholding their own integrity and for maintaining control of their own work at all times so that breaches of this policy are less likely to occur. All members of the College community are responsible to report any breach of academic integrity to a member of facultyⁱ or to a member of the College academic team.ⁱⁱ

Faculty members and academic team have the right and the responsibility to assess sanctions against students who violate the Academic Integrity Policy.

Procedure:

Section 1

- 1.1 When a student is suspected of academic dishonesty, the faculty member assigned the course in which this has or may have occurred will, at the earliest opportunity, investigate the situation, discuss with the student(s) involved, come to a decision regarding the student's guilt or innocence and consult with the chair / associate vice-president (as appropriate).
- 1.2 In the event a decision is made that the student is guilty, but before determining an appropriate penalty, the faculty member will ascertain from the registrar's office whether the student has been found guilty of any previous offence while enrolled at the College.
- 1.3 If it is determined that this is a first offence, the faculty member will apply an appropriate penalty as set out in Sections 2 and 3 below, complete the Academic Offences Form and notify the student promptly, either through e-mail, in person or by telephone.
- 1.4 Where the instructor has determined that this is not a first offence, the faculty member will complete the College's Academic Offences Form, excluding the penalty portion and forward all copies of the form to the Chair (or designate) responsible for the course in which the violation occurred.

Section 2

Penalties

A student guilty of violating the Academic Integrity Policy will be subject to a penalty appropriate to the nature and seriousness of the offence. A record of all such cases will be kept in the registrar's office. Subsequent offences by the same individual will be subject to a more serious penalty than the one(s) previously imposed.

The following penalties may be applied:

- A) A reprimand or a requirement to repeat/re-submit an assignment will be given if the member of faculty believes that the student committed the offence through ignorance of correct procedure or through carelessness (e.g. puts quotes around a passage but fails to cite the author in the footnotes). The member of faculty will also give instruction on correct practice to avoid this happening again. A subsequent violation will be treated as a subsequent offence.
- B) A mark of "0" will be given for the assignment, with no opportunity to re-submit. This may result in failure of the course.
- C) A failing grade (F) may be assigned for the course.
- D) Immediate suspension from the College for a period not less than the end of the current semester in which the student is enrolled nor more than one year. This penalty will result in automatic failing (F) grades in all courses in which the student is registered, and no fees will be refunded for that semester. This penalty may only be imposed by the student's Chair or Associate Vice-President (or designate) upon consideration of the recommendations put forward by the staff members investigating the incident.
- E) Discontinuance from the College, permanently recorded on the student's record. This penalty will result in automatic failing (F) grades in all courses in which the student is registered, and no fees will be refunded for that semester. This penalty will only be imposed by the student's Associate Vice President on the recommendation of the staff member involved in investigating the incident.

Section 3

Appropriate Penalties

To ensure as consistent a treatment as possible, consideration should be given to the extent to which the student was aware, or ought to have been aware, that what he/she was doing was a violation of academic integrity.

The following penalty ranges for academic offences under this policy must be followed:

Academic Offence	Appropriate Penalty
A violation of the Academic Integrity Policy that occurred as a result of student ignorance of appropriate practice or procedure	A
Submitting the work of another as one's own and/or plagiarism and/or unauthorized resubmission of work	B, C

Submitting false documentation	B, C, D
In a test or examination situation, copying from others or possessing unauthorized materials or aids	C, D
Improperly obtaining a test or examination	D, E
Allowing another person to take a test or examination in one's place	E
Altering or falsifying academic records	E
Any second offence under this policy	Second offences by the same individual will attract a more serious penalty than the one previously imposed
Any third offence under this policy	E
Aiding or abetting anyone in any offence	The academic penalty imposed will apply to both/all parties

References:

Academic Integrity Policy and Procedure
Academic Offences Form


Revision Log:

Revision Date	Summary of Changes
Initial Issue	
2007-03-28	Additional offences, revised penalties
2007-06-19	Content / language changes as approved at Academic Forum
2007-06-25	Academic Forum - Approved
2007-07-16	Policy and Procedures Task Force – Validated
2007-09-05	Academic Coordinating Committee - Approved

i Faculty are person/s responsible for the teaching/learning process. This includes Technologists who, under the direction of faculty, perform specific functions related to the academic process.

ii Academic team includes heads of schools, program heads, program co-ordinators and faculty members who are responsible for the academic content. Violation

Appendix 12.2: Policy on Intellectual Products

 CONESTOGA Connect Life and Learning	Approved by: ACC
	Authorizer: Director: Applied Research
	Effective Date: March 24, 2006
Policy Title: Applied Research: Integrity in Research	

Policy on Applied Research

PURPOSE

The purpose of this policy is to promote and advance a high standard of integrity in research. The Conestoga College Institute of Technology and Advanced Learning (CCITAL) community has an important role to play in maintaining high standards of research integrity. Such integrity requires careful supervision of research, including that conducted by students; competent use of methods; adherence to ethical standards of discipline; and the refusal to engage in or to condone instances of fraud or misconduct.

BACKGROUND

This policy has been established to address any concerns about responsibility and accountability in research. It outlines procedures for promoting integrity among researchers and for investigating allegations of misconduct in research as directed by Tri-Council (Canadian Institutes of Health Research Council; Natural Sciences and Engineering Research Council of Canada, NSERC; and the Social Sciences and Humanities Research Council of Canada, SSHRC).

SCOPE

This policy applies to any employee of CCITAL, any student enrolled in CCITAL and/or partaking in research, or anyone else engaged in research in the institution in any capacity whatsoever.

POLICY

CCITAL expects that its staff and students will carry out research maintaining the highest ethical and scientific standards of academic integrity. Academic dishonesty of any sort will not be condoned and may be cause for disciplinary action. The following definitions and guidelines are intended to provide direction in the establishment of practices for the maintenance of the integrity and quality of research.

In this document, the term “research” refers to both basic and applied research.

A. Definition of Research

All researchers are responsible for conducting their research in strict observance of ethical standards. Factors intrinsic to the process of academic research such

as, honest error, conflicting data or differences in interpretation or assessment of data, or of experimental design do not constitute fraud or misconduct.

Research includes:

1. consulting and contracting work under the auspices of the College, and other professional activities involving research;
2. unpaid research activities;
3. any other research activities which the College considers and which are generally considered to be research by the academic community.

B. Definition of Misconduct in Research

Misconduct in research includes:

1. fabrication, falsification of research data.
2. plagiarism, theft of ideas or intellectual property, or appropriation of another's work.
3. failure to acknowledge or recognize the contribution of others, including:
 - a) co-researchers
 - b) students
 - c) research assistants
4. use of the unpublished works of others without permission
5. use of material in violation of the Copyright Act.
6. abuse of supervisory power affecting collaborators, assistants, students, and others associated with the research.
7. financial misconduct: failure to account for or misapplication or misuse of funds acquired for support of research, including, but not limited to:
 - a) failure to comply with the terms and conditions of grants and contracts;
 - b) use of College resources, facilities and equipment without approval of CCITAL.
8. material failure to comply with relevant federal and provincial statutes or regulations or other agency and College policies for the protection of researchers, human participants, or the health and safety of the public, or for the welfare of laboratory animals. Failure to comply with Health Canada Laboratory Biosafety Guidelines.
9. material failure to meet other relevant legal requirements that relate to the conduct of research, or, for grant holders, material failure to comply with regulations of the relevant agency or agencies concerning the conduct of research.

10. failure to reveal any material conflict of interest, as defined in Section G, to sponsors or to those who commission work. Failure to reveal any material conflict of interest when asked to undertake reviews of grant applications or manuscripts for publication, or to test products for sale or distribution to the public.

C. Data Collection Gathering and Retention Standards

The retention of accurately recorded and retrievable results is of the utmost importance for the progress of inquiry. A researcher must have access to his/her original results in order to respond to questions regarding their research. Errors may be mistaken for misconduct when the primary experimental results are unavailable.

1. Primary data should normally remain in the department at all times and should be preserved as long as there is a reasonable need to refer to them. Results should be recorded accurately and be retrievable for five years following publication where the medium permits. Original primary research data should be recorded, when possible, in bound books with numbered pages or on appropriately protected electronic media. An index should be maintained to facilitate access to data. In no instance should primary data be destroyed while investigators, colleagues or readers of published results may raise questions answerable only by reference to the data except in the case where there is a bona fide requirement for confidentiality.
2. Entitlement to ownership, reproduction and publication of primary data, software and other products of research will vary according to the circumstances under which research is conducted. A common understanding of ownership should be reached among collaborators, supervisors, students, and the College before the research is undertaken. Nothing in this document on the matter of patents and copyrights supersedes the terms and conditions of the *College Research Intellectual Property Rights*.
3. Issues of confidentiality will arise in some disciplines and areas of research and these must be appropriately addressed by the department or research unit involved. The Tri-Council document on the Ethics of Research Involving Human Subjects provides guidelines for researchers in this area.
4. Subject to any limitations imposed by the terms of grants, contracts, or other arrangements for the conduct of research, the principal investigator and all co-investigators must have free access to all original data and products of the research at all times. With the knowledge and authorization of the principal investigator, a member of the research team may make copies of the primary data for his/her own use.
5. When a principal investigator (either faculty member, staff, or student) leaves the College, arrangements for the safekeeping of records, data, and products of research must be made. In the case of students, the

data stays in the College; in the case of a faculty member, they normally would take the data with them.

D. Authorship Standards

1. In order to ensure the publication of accurate reports, two requirements must be met:
 - a) the active participation of each author in verifying and taking responsibility of the part of the manuscript that they have contributed;
 - b) the designation of one author who is responsible for the validity of the entire manuscript.
2. The principal criterion for authorship should be that the author(s) has/have made a significant intellectual and practical contribution. The concept of “honorary authorship” is unacceptable.
3. Students must be given appropriate recognition for authorship or collection of data in any publication.

E. Responsibilities of Principal Investigators and Supervisors

1. To ensure that all research is conducted:
 - a) to the highest possible ethical standard;
 - b) with academic integrity.
2. To provide their collaborators, students, staff and assistants with all reasonable information necessary to prevent misconduct as defined in this policy.
3. To monitor the work of students, research assistants, and others, and oversee the designing of research methodology and the processes of acquiring, recording, examining, interpreting and storing data. Simply editing the results of a research project does not constitute supervision.
4. Collegial discussions among all research personnel in a research unit should be held regularly to contribute to the efforts of group members and to provide informal review.
5. A faculty member listed as the principal investigator or co-investigator should be able to verify the authenticity of all data or other factual information generated in his/her research.

F. Responsibilities of the College

The College will promote the understanding of research ethics and integrity issues through distribution of the research policies and workshops for the college community.

G. Definition of Conflict of Interest in Research

The CCITAL Policy entitled *Conflict of Interest in Research* outlines potential situations of conflict. Members of the college community are expected to conduct themselves at all times according to the highest ethical standards, in a manner which shall bear the closest scrutiny, and they are responsible for seeking guidance from the appropriate source before embarking on activities which might raise questions about conflict of interest.

PROCEDURES FOR INVESTIGATION AND RESOLUTION OF COMPLAINTS IN RESPECT OF ALLEGED BREACHES OF RESEARCH INTEGRITY POLICY

This policy is applicable to all allegations of breach of the Integrity in Research Policy, including without limitations:

- Misconduct in Research;
- Data Collection, Gathering and Retention;
- Authorship;
- Responsibilities of Investigators and Supervisors;
- Conflict of Interest in Research

Complaint Procedure

1. Anyone who believes that there has been a breach of the research integrity policy may seek informal assistance and may request a preliminary investigation from the Associate Vice-President, Applied Research at any time.
2. Such inquiries shall be kept confidential by the Associate Vice-President, Applied Research.
3. All faculty researchers, students, research assistants and staff have an obligation to report to the Associate Vice-President, Applied Research, any circumstances which they believe involve a breach of the Research Integrity Policy of CCITAL.
4. The Associate Vice-President, Applied Research shall take such steps as may be reasonable to protect against retribution or coercion of complainants, including students, staff and research assistants under the supervision of faculty members whose conduct is the subject of misconduct allegations.
5. A formal complaint must be made in writing before the Associate Vice-President, Applied Research takes any steps against the individual whose conduct is the subject matter of the complaint. Such a complaint may be formulated by any person who has reviewed the relevant information. Anonymous allegations will not normally be considered; however, if compelling evidence is received anonymously by the Associate Vice-President, Applied Research, a preliminary investigation will be initiated.
6. Complaints shall contain sufficient details to enable the respondent to understand the matter that is to be investigated. A complaint in writing shall identify the person or persons who made the allegations if the Associate

Vice-President, Applied Research deems that such identification is necessary to evaluate the complaint. No such person shall be identified unless that person has expressly so agreed.

7. Upon receipt of a complaint, the Associate Vice-President, Applied Research shall, in a timely fashion, conduct an investigation into the allegation. Within five working days of receiving the complaint, the Associate Vice-President, Applied Research will discuss with the faculty member whose conduct is in question, the nature of the complaint and the circumstances surrounding it.
8. In the event the Associate Vice-President, at his/her discretion, determines that the formal complaint is without foundation, then the Associate Vice-President, Applied Research may dismiss the complaint and immediately advise the complainant accordingly providing written justification for the decision. The complainant may challenge this decision by submitting an appeal to the President. Appeals must be in writing and a copy of the appeal letter should also be sent to the Associate Vice-President, Applied Research. CCITAL shall use a duly constituted Appeal Committee (appointed by the President, consisting of at least five members, none of whom is a member of the REB) to review the decision. Appeals may be granted when there is a significant disagreement over an interpretation of the Tri-Council Policy statements. The decision of the Appeal Committee shall be binding.
9. If, in the opinion of the Associate Vice-President, Applied Research, a satisfactory resolution of a formal complaint is possible, the Associate Vice-President, Applied Research shall attempt such a resolution. The complaint will be considered resolved through an informal process when the complainant and respondent confirm that it has been resolved to their satisfaction (resolution, in this context, implies that the complaint is withdrawn and the complainant and respondent unreservedly accept any additional resolution matters).
10. In the event the Associate Vice-President, Applied Research is unable to achieve a satisfactory resolution, or if the Associate Vice-President, Applied Research determines that an investigation is required, he/she will refer the complaint to a committee for investigation within 10 days of receipt of the complaint.
11. The Associate Vice-President, Applied Research, in consultation with the appropriate Vice-President, will strike a committee of three independent persons with relevant experience in the area of research involved in a particular case, to conduct an investigation. No member of the department/school involved shall be among the three persons appointed. Persons external to the College may be appointed if necessary. The committee will conduct interviews with the complainant, respondent, and other individuals as they deem appropriate to discern the facts. All interviews will be documented. During any meeting with the respondent, the respondent is entitled to be accompanied by an advocate of the respondent's choosing. The respondent has the right to know the allegations against him/her and has the right to answer the allegations both orally and in writing.

12. The committee will address the allegations made and determine if they have merit and in doing so will act fairly and conduct its proceedings in a manner consistent with the principles of natural justice.
13. The committee shall make its final decision within two calendar months from its appointment. The committee will provide the complainant and the respondent with a draft of their report. The complainant and the respondent may submit, in writing, comments to the committee within five working days. The committee will then report in writing to the Vice-President, who will provide a copy of the final report to the individuals named and to the Associate Vice-President, Applied Research within five working days. If the investigation was initiated at the request of one of the agencies, the report will be provided to that agency within 30 days of completion of the investigation. Also, if the investigation was initiated within the institution and misconduct was found to have occurred in research funded by one or more of the agencies, the institution will provide the agency with a copy of the report. The final decision of the committee will be binding on the institution.
14. In cases where the committee determines that misconduct or breach of the Integrity in Research Policy has occurred, such a determination could be cause for sanctions.
15. In the case of unfounded allegations, efforts will be made by the institution to protect or restore the reputation of those unjustly accused and complainants who have been found to have made allegation of misconduct which are unfounded, reckless, malicious, or in bad faith shall be subject to sanctions.
16. Sanctions will depend on the severity of the offence, which may include for faculty and staff, (all of which will comply with the relevant provisions of the appropriate Collective Agreement or employment contract), but are not limited to:
 - a) verbal warning
 - b) special monitoring of future work
 - c) letter of reprimand to the individual's permanent personnel file
 - d) withdrawal of specific privileges
 - e) removal of specific responsibilities
 - f) suspension or steps to terminate the appointment

In the case of student, sanctions may include verbal warning, special monitoring of work, letter of reprimand in the student's official file, suspension, or expulsion.
17. If sanctions are to be taken, the sanctions will be imposed by the appropriate Vice-President.
18. A person subject to disciplinary action, who believes that the decision was reached improperly or if he or she disagrees with that decision or with the sanctions, may file an appeal or grievance as appropriate in accordance with the relevant collective agreement or employment contract or in the case of students with the Student Code of Conduct.

19. Reports and records will be kept by the Associate Vice-President, Applied Research for a period of 10 years, and access to such records will be by application to the Associate Vice-President. Access to reports and records are subject to the Freedom of Information and Protection of Privacy Act.
20. Where misconduct is found to have occurred, the Associate Vice-President, Applied Research will be responsible for the protection of agency funding by informing the Finance Department to withhold any payments or disbursements of agency funds, if such action is deemed appropriate.

Related Policies


- Applied Research Policy
- College Approval to Submit Research Applications/Proposals to External Sponsors
- Conflict of Interest in Research
- Ethical Conduct in Research Involving Humans
- Research Administration & Policy Development
- Research in the Yukon, Northwest Territories and Nunavut
- Research Intellectual Property Rights
- Research Involving Biohazards and Radioactive Materials
- Student Rights in the Conduct of Research
- Use of Animals in Research, Teaching and Testing

ACKNOWLEDGEMENTS

This policy has been adopted from Red River College of Applied Arts, Science and Technology with their permission and adapted for CCITAL. CCITAL gratefully acknowledges the contribution of Red River College of Applied Arts, Science and Technology College in this regard.

Revision Log:

Revision Date	Summary of Changes
March 24, 2006	Initial Issuance
August 24, 2007	Update

	Approved by: ACC
	Authorizer: Director, Applied Research
	Effective Date: March 27, 2006
Policy Title: Student Rights in the Conduct of Research	

I. PURPOSE

Conestoga College Institute of Technology and Advanced Learning (CCITAL) students may be involved in research activities at or under the auspices of the College under the supervision of a faculty member or staff, or an individual designated as a research principal investigator for a research project. While the faculty or staff person or principal investigator is responsible for supervision of students, it is also the student's responsibility to follow all of the research policies established at the College. This policy outlines the rights of students involved in research with principal investigators or faculty or staff.

II. POLICY

- 2.1 The research principal investigator or supervisor is responsible for the supervision of students conducting research, including supervision of data collection, analysis and interpretation, and storage of information.
- 2.2 The research principal investigator or supervisor is responsible for ensuring all CCITAL research and other policies are followed in the conduct of research.
- 2.3 It is the responsibility of the principal investigator to implement measures that will ensure the health and safety of student researchers. The principal investigator shall inform students of measures to be implemented such as the proper use of equipment and materials and adherence to College and Provincial and Federal Occupational Health and Safety policies. Alleged breaches of health and safety requirements will be investigated under the College's *Integrity in Research* policy.
- 2.4 Hiring of students to work on College research projects will be conducted in accordance with the appropriate Human Resources Policies and Procedures.
- 2.5 Students engaged in College research projects shall follow appropriate College policies. Whether or not a student is assigned a salary or other payment by the principal investigator (for example, from an operating grant or similar fund controlled by the principal investigator), a clear written agreement shall be made as to the duties expected of the student and the extent to which the work will contribute to the student's academic program.
- 2.6 In cases where there is an agreement that the student may use the results of his/her research on the project toward an academic program, the work completed in the research must be clearly identified as that of the contribution of the

student, and the criteria for shared authorship explained to the research team in advance.

- 2.7 When a student begins working with a principal investigator or research group that is funded in whole or in part by contracts, consulting agreements, or grants from outside agencies, a clear agreement should be made at the outset as to the accessibility of research findings for publication. Research work contributing to the student's academic program shall not be subject to publication restrictions by an external sponsor. The outside agency may request reasonable delays in the publication and/or presentation by a student of any intellectual property to which the agency has ownership rights in order to allow the agency to protect their rights in such intellectual property. Conestoga will work with such agencies to permit reasonable delays as determined by the College at its sole discretion. No delays, under any circumstance, will be approved that would affect the academic progress or career of a student at Conestoga College.

Related Policies

- Applied Research Policy
- College Approval to Submit Research Applications/Proposals to External Sponsors
- Conflict of Interest in Research
- Ethical Conduct in Research Involving Humans
- Integrity in Research
- Research Administration & Policy Development
- Research in the Yukon, Northwest Territories and Nunavut
- Research Intellectual Property Rights
- Research Involving Biohazards and Radioactive Materials
- Use of Animals in Research, Teaching and Testing


ACKNOWLEDGEMENTS

This policy has been adopted from Red River College of Applied Arts, Science and Technology with their permission, and adapted for Conestoga College. Conestoga gratefully acknowledges the contribution of Red River College in this regard.

Revision Log:

Revision Date	Summary of Changes
March 27, 2006	Initial Issuance
August 24, 2007	Update

Appendix 12.3: Policy on Ethical Research Practices

 CONESTOGA Connect Life and Learning	Approved by: ACC
	Authorizer: Director: Applied Research
	Effective Date: March 27, 2006
Policy Title: Ethical Conduct in Research Involving Humans	

Policy on Applied Research

Application to Involve Human Participants in Research

PREAMBLE

Research involving humans as subjects is essential to advancing knowledge, understanding, and human welfare. Such research is a critical aspect of the work of Conestoga College Institute of Technology and Advanced Learning (CCITAL) and its academic programs. College researchers are profoundly grateful to those who volunteer to participate as subjects and make research possible. Balanced against the need for research is a moral imperative to conduct human research in an ethical manner that both respects human dignity and requires that the welfare and integrity of the individual remains paramount.

The rights and welfare of all who contribute to the advancement of learning by their participation as subjects are of prime importance to CCITAL. In addition, most external agencies require an institutional ethical standards review of the proposed research as a condition of the application for research funding. Research with humans is also constrained in various ways by Canadian laws and human rights legislation. Formal responsibility for ensuring the rights and welfare of human subjects is delegated to CCITAL Research Ethics Board which evaluates all research within a framework of Guiding Ethical Principles set out in the policy statement of the three federal granting councils (CIHR, NSERC, SSHRC)¹ also known as the Tri-Council Policy Statement (TCPS), namely:

- Respect for Human Dignity
- Respect for Free and Informed Consent
- Respect for Vulnerable Persons
- Respect for Privacy and Confidentiality
- Respect for Justice and Inclusiveness
- Balancing Harms and Benefits
- Minimizing Harm
- Maximizing Benefit

¹ Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada, *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. 1998 (with 2000, 2002 and 2005 amendments).

(Researchers are encouraged to consult the tri-council document for an expanded discussion of these principles although they should note that this discussion does not constitute a binding interpretation of them. For a complete copy of the TCPS, see: <http://www.pre.ethics.gc.ca/english/policystatement/policystatement.cfm>)

CCITAL is confident of the high personal and professional standards of ethics observed by the members of its research community. The policy described herein is designed to support and reinforce those standards and to provide the formal mechanism for approval by the College of academic programs involving human subjects.

SCOPE

The Policy on Ethical Conduct in Research Involving Human Subjects shall apply to the involvement of human subjects in all College research projects whether funded or unfunded. In addition the policy shall apply to research conducted by private organizations involving the use of College facilities or equipment under an agreement with the College. The College shall have only one Research Ethics Board (REB).

DEFINITIONS AND INTERPRETATION

Project Director and College Researcher

The project director is a faculty member or professional staff member who is carrying out an independent research project or who is supervising a student engaged in a research project.

The project director, and any student or other person authorized by the project director to carry out the project, are College researchers as are faculty members or professional staff members who are collaborating with colleagues at another institution in a multicentre project.

Protocol

The description of the project to be submitted to the College Research Ethics Board is called the protocol.

Minimal Risk

If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his/her everyday life that relate to the research, then the research can be regarded as within the range of minimal risk.

Expedited Review

A process whereby protocols for projects of minimal risk are reviewed by a designated individual or sub-committee of the Research Ethics Board.

1. GENERAL POLICY

The policies, procedures, and standards guidelines adopted by the College are binding upon all College researchers. Primary responsibility for ensuring that these policies and procedures are adhered to rests on the project director.

All research that involves living human subjects, research involving human remains, cadavers, tissues, embryos, or fetuses and biological fluids, requires review and approval by the College Research Ethics Board (REB) in accordance with this policy, before the research is started, except as stipulated below:

- 1.2.1 Research about a living individual involved in the public arena, or about an artist, based exclusively on publicly available information, documents, records, works, performances, archival materials or third-party interviews, is not required to undergo review by the College Research Ethics Board. Such research only requires ethics review if the subject is approached directly for interviews or for access to private papers, and then only to ensure that such approaches are conducted according to professional protocols and to Article 9.6 of this Policy.
- 1.2.2 Quality assurance studies, performance reviews or testing within normal educational requirements are not subject to College Research Ethics Board review.
- 1.2.3 REB review is normally required for research involving naturalistic observation. However, research involving observation of participants in, for example, political rallies, demonstrations or public meetings should not require REB review since it can be expected that the participants are seeking public visibility.

Nothing in this policy should be interpreted as relieving a College researcher of any obligations he/she has acquired as a result of his/her membership in a professional association; however, adherence to a professional code of ethics does not in itself satisfy the obligation to observe the procedures set out here, where they normally would apply.

The College Research Ethics Board created to implement this policy has the discretion to introduce flexibility in applying the standards guidelines, where exceptional circumstances or common sense dictates, provided that the basic principles underlying the policy are not compromised.

2. COLLEGE RESEARCH ETHICS BOARD (REB)

- 2.1 The College Research Ethics Board shall constitute a standing committee of the Research Board.
- 2.2 Membership
 - 2.2.1 The College Research Ethics Board shall consist of at least five members including both men and women of whom:

- 2.2.1.1 At least two members who have broad expertise in the methods or in the areas of research that are covered by the REB at the College;
- 2.2.1.2 At least one member is knowledgeable in ethics;
- 2.2.1.3 One is a lawyer, who is not the College legal counsel. For biomedical research, the member should be knowledgeable in the relevant law;
- 2.2.1.4 At least one member has no affiliation with the institution but is recruited from the community served by the institution.
- 2.2.2 Members of the REB under 2.2.1.1., 2.2.1.2., and 2.2.1.3. should contain a majority of those whose main responsibilities are in research or teaching. As the size of the REB increases beyond the minimum of five members, the number of community representatives should also increase.
- 2.2.3 The role of the member knowledgeable in the applicable law is to alert REBs to legal issues and their implications, neither to provide formal legal opinions nor to serve as legal counsel for the REB.
- 2.2.4 In the event that the REB is reviewing a project that requires particular community of research representation, or a project that requires specific expertise not available from its regular members, the REB Chair should nominate appropriate *ad hoc* members for the duration of the review. Should this occur regularly, the membership of the REB should be modified.
- 2.2.5 The Chair of the REB shall be elected by the members of the REB from among the College members of the REB (2.2.1.1). The term is three years, renewable once. The Chair shall sign the Certification of Ethical Acceptability to Involve Human Participants in Research, and, the Associate Chair of the REB shall be elected by the members of the REB from among the College members of the REB (2.2.1.1). The term is two years and is renewable. The duties of the Associate Chair shall be to, in the absence of the Chair, sign the Certification of Ethical Acceptability to Involve Human Participants in Research and chair the full board meeting of the REB. The position of Associate Chair is not a prerequisite for the position of the Chair, nor is it intended as a long-term replacement for the Chair. In such a circumstance, an Acting Chair must be appointed.
- 2.2.6 The Chair of the REB shall be free to ask experts outside the REB to provide advice to the REB on particular protocols.

- 2.2.7 The Research Ethics Coordinator (REC) shall be the Secretary and a non-voting member of the REB. The REC shall report to the Director, Applied Research.
- 2.2.8 Membership in the REB will be for a two-year term, but members may be re-appointed to a maximum of three consecutive terms.
- 2.2.9 As faculty vacancies arise, the Chair of the Research Board will ask Associate Vice Presidents of the Schools to nominate faculty members to the REB.
- 2.2.10 As community vacancies arise, the REB members and/or the Associate Vice President, Applied Research will nominate members.

3. AUTHORITY OF THE REB, FUNCTIONS AND RESPONSIBILITIES:

- 3.1 The REB shall approve, reject, propose modifications to, or terminate any proposed or ongoing research involving human subjects that is conducted within, or by members of, the institution, using the considerations set forth in the TCPS Policy as the minimum standard. Conestoga will provide the appropriate financial and administrative independence to the REB to fulfill its primary duties. Conestoga may not override negative REB decisions reached on grounds of ethics without a formal appeal mechanism as set out in this Policy. Conestoga may refuse to allow certain research within its jurisdiction, even though the REB has found it ethically acceptable.
- 3.2 REB approval is required for all research whether the research is funded or unfunded.
- 3.3 The approval of the REB under 3.1 shall constitute ethics approval of the College where required by a funding agency or sponsor.
- 3.4 The REB shall review protocols submitted for College research projects in order to ensure that such projects, in their involvement of human subjects, will meet the ethical standards adopted by the College.
- 3.5 The REB shall meet regularly to discharge their responsibilities. The REB shall function impartially, provide a fair hearing to those involved and provide reasoned and appropriately documented opinions and decisions.
- 3.6 While review by the full REB shall be the normal practice, in the following situations, an expedited review may be carried out on behalf of the full REB by one or more members who are designated by the Chair:
 - i) where, in the opinion of the Chair, the protocol involves only minimal risk;
 - ii) annual reviews of approved projects in which there has been little or no change in the ongoing research.

- 3.7 If an expedited review mechanism is undertaken, such approvals shall be reported in appropriate ways to the full REB, permitting the REB to maintain surveillance over the decisions made on its behalf. Principles of accountability require that, regardless of the review strategy, the REB continue to be responsible for the ethics of all research involving human subjects that is carried out within the institution.
- 3.8 Decisions requiring a full review should be adopted only if the members in attendance have the sufficient background and expertise to conduct the review(s) required.
- 3.9 As part of its review, the REB shall satisfy itself that the design of a research project that poses more than minimal risk is capable of addressing the questions being asked in the research. The REB shall assume that this is so for:
- i) a project that has received support from an internal or external sponsor that utilizes peer review;
 - ii) a student research project that has been approved by a faculty member and/or departmental chair.

For other projects, the REB shall arrange for peer review of the research but shall not, itself, act as a peer review committee (see also 7)

- 3.10 As part of the approval, the REB shall require a project to be monitored in such a manner as it deems appropriate. Monitoring will require, at a minimum, an annual statement from the project director that the protocol remains unchanged from that originally approved.
- 3.11 In the event that a minority within the REB membership considers a research project to be unethical, even though it is acceptable to a majority of members, an effort should be made to reach consensus. Consultation with the researcher, external advice, and/or further reflection by the REB may be helpful. If disagreement persists, a decision will be made according to 3.12.
- 3.12 If the REB can not reach consensus, despite its best efforts, a majority vote shall decide the issue. A quorum for this vote shall be 50% plus one of the members present. In such instances, the position of those disagreeing may be communicated to the researcher. The Chair should monitor the REB's decisions for consistency, ensure that these decisions are recorded properly, and ensure that researchers are given written communication of the REB's decisions (with reasons for negative decisions) as soon as possible.
- 3.13 The REB will clarify and interpret the policies, procedures, and standards guidelines where necessary and may recommend changes to the Research Board and provide information to faculty as appropriate.

- 3.14 Except as they are expressly set out here, the College Research Ethics Board shall develop its own procedures. All new and revised procedures are subject to approval by the Research Board.
- 3.15 If a REB is reviewing research in which a member of the REB has a personal interest in the research under review (e.g. as a researcher or as an entrepreneur), conflict of interest principles require that the member not be present when the REB is discussing or making its decision. The REB member may disclose and explain the conflict of interest and offer evidence to the REB, provided the conflict is fully explained to the REB, and the proposer of the research has the right to hear the evidence and to offer a rebuttal.

4. REQUEST FOR REVIEW

- 4.1 The project director shall initiate a request for approval of a College research project involving human subjects (1.2) by submitting the completed protocol and all relevant attachments (5.1) to the Office of Applied Research. It shall be the responsibility of the project director to submit this material sufficiently in advance of the start of the project or the granting agency deadline, as appropriate, to permit the REB to carry out the review and to allow time for any requested revisions to the protocol to be made.

5. PROTOCOL

- 5.1 The protocol (entitled *Application to Involve Human Participants in Research*) available from the Office of Applied Research, will include:
- 5.1.1 the name and department of the project director, title and commencement date of the project;
 - 5.1.2 a summary of the proposed project, its purpose and methodology, including copies of any instruments to be used;
 - 5.1.3 a description of the subject group, and how subjects will be enlisted, along with notice of any institutions that will serve as subject sources;
 - 5.1.4 A detailed description of the procedures in which the subject will participate;
 - 5.1.5 An assessment of the anticipated risks and benefits involved in the project;
 - 5.1.6 A statement of information to be afforded the subject, and of the method of providing it, with sample written forms, if any; if the subject will not receive complete and accurate information, a statement demonstrating compliance with the special standards set out in Section 9;

- 5.1.7 A statement of the competence of the subject to give consent, and of the method of obtaining consent, including the consent form, if any;
- 5.1.8 A description of the methods to be adopted to protect the right of the subject to privacy, anonymity, and confidentiality of data;
- 5.1.9 A description of the feedback to be given to the subject.

6 REVIEW BY THE COLLEGE RESEARCH ETHICS BOARD

- 6.1 The REB shall adopt a proportionate approach to ethics assessment based on the general principle that the more invasive the research, the greater should be the care in assessing the research.
- 6.2 Minutes of all meetings of the College Research Ethics Board clearly documenting the REBs decisions and any dissents, and the reasons for them, shall be prepared and maintained by the REB. In order to assist internal and external audits or research monitoring and to facilitate reconsideration or appeals, the minutes must be accessible to authorized representatives of the institution, researchers and funding agencies.
- 6.3 The College Research Ethics Board shall meet face-to-face to review a protocol that is not delegated to expedited review. The REB review shall be based upon fully detailed research proposals, or, where applicable, progress reports. The REB shall accommodate reasonable requests from researchers to participate in discussions about their proposals, but not be present when the REB is making its decision. When the REB is considering a negative decision, it shall provide the researcher with all the reasons for doing so and give the researcher an opportunity to reply before making a final decision.
- 6.4 The College Research Ethics Board shall provide to researchers appropriately documented opinions and decisions.
- 6.5 Where a project involves researchers at other institutions, the REB shall coordinate as required with the Research Ethics Boards at those institutions. Research to be performed outside the jurisdiction or country of the institution that employs the researcher shall undergo prospective ethics review both (a) by the REB within the researcher's institution; and (b) by the REB, where such exists, with the legal responsibility and equivalent ethical and procedural safeguards in the country or jurisdiction where the research is to be done.
- 6.6 Researchers shall have the right to request, and the REB shall have an obligation to provide, reconsideration of decisions by the College Research Ethics Board affecting their protocols.
- 6.7 Where the project director and the College Research Ethics Board can not reach agreement through discussion and reconsideration, and the project director wishes to appeal the decision of the REB, he/she shall so notify

the Chair of the College Research Ethics Board and the Chair of the Research Board (see 8).

- 6.8 Where a project director contemplates substantially altering any element of a College research project for which a protocol was approved, either before or after commencement of the project, the researcher will consult with the Chair of the REB about the alteration. It is within the discretion of the Chair to refer the matter for the opinion of the REB, or to approve it on his/her own authority. It is recognized that the project director must exercise professional discretion in determining whether a contemplated alteration is substantial; however, any change that imports deception or risk, or reduced protection of the subject's anonymity, or the confidentiality of data collected, is deemed to be substantial for the purposes of this policy and in such a case the proposed change will be referred to the University Research Ethics Board (see also 3.10).

7 PEER REVIEW

- 7.1 Where the REB requires a separate peer review of the research which would involve human subjects (3.9) the REB will seek a written assessment of the scholarly merit of the project from at least one expert in the discipline in question who is arms length from the project under review. The project researchers shall be given an opportunity to suggest appropriate reviewers (see also 3.9).
- 7.2 The project researchers are encouraged to provide any relevant information to the REB.

8. APPEALS COMMITTEE

- 8.1 In cases when a researcher wishes to appeal a negative decision of the REB following reconsideration, the institution shall permit review of an REB decision by an Appeals Committee, provided that the Appeal Committee follow the membership and procedures as outlined in this Policy, and in conformity with Article 1.3 of the TCPS. No *ad hoc* appeal committees are permitted.
- 8.2 Written appeals must be made within 30 days of receipt of the written decision of the REB to the Chair of the Research Board. The appeal letter must contain all supporting documentation and be signed by the project director.
- 8.3 The role of the Chair of the Research Board in the appeal process will be that of an administrator. The Chair will be responsible for convening the appeals committee and ensuring that the appeals committee meets the requirements as set out in 8.1
- 8.4 The Chair of the Research Board shall transmit to the Appeals Committee the full documentation on the protocol under appeal.

- 8.5 The Appeals Committee, by majority vote, may confirm or modify the decision of the College Research Ethics Board and may impose its own conditions for approval of the project, or for its continuation.
- 8.6 The decision of the Appeals Committee is final and will be communicated promptly in writing to the applicant.
- 8.7 The deliberations of the Committee will be held in camera.
- 8.8 Current members of the REB shall not be eligible for membership on the Appeals Committee.

9 FREE AND INFORMED CONSENT

- 9.1 Research governed by this policy may begin only if (1) prospective subjects, or authorized third parties, have been given the opportunity to give free and informed consent about participation, and (2) their free and information consent has been given and is maintained through their participation in the research. Articles 9.3, 9.6 and 14 provide exceptions to article 9.1
- 9.2 Evidence of free and informed consent by the subject or authorized party should ordinarily be obtained in writing. Where written consent is culturally unacceptable, or where there are good reasons for not recording consent in writing, the procedures used to seek free and informed consent shall be documented.
- 9.3 The REB may approve a consent procedure that does not include, or that alters, some or all of the elements of informed consent set forth above, or waive the requirement to obtain informed consent, provided that the REB finds and documents that:
 - 9.3.1 The research involves no more than minimal risks to the participant.
 - 9.3.2 The waiver or alteration is unlikely to adversely affect the rights and welfare of the subjects.
 - 9.3.3 The research could not practicably be carried out without the waiver or alteration.
 - 9.3.4 Whenever possible and appropriate, the subjects will be provided with additional pertinent information after participation, and
 - 9.3.5 The waived or altered consent does not involve a therapeutic intervention.
- 9.4 In studies including randomization and blinding in clinical trials, neither the research subjects nor those responsible for their care know which treatment the subjects are receiving before the project commences. Such research is not regarded as a waiver or alteration of the requirements for

consent if subjects are informed of the probability of being randomly assigned to one arm of the study or another.

9.5 Voluntariness

9.5.1 Free and informed consent must be voluntarily given, without manipulation, undue influence or coercion.

9.6 Naturalistic Observation

9.6.1 REB review is normally required for research involving naturalistic observation. However, research involving observation of participants in, for example, political rallies, demonstrations or public meetings should not require REB review since it can be expected that the participants are seeking public visibility.

9.7 Informing Potential Subjects

9.7.1 Researchers shall provide, to prospective subjects or authorize third parties, full and frank disclosure of all information relevant to free and informed consent. Throughout the process of free and informed consent, the researcher must ensure that prospective subjects are given adequate opportunities to discuss and contemplate their participation. Subject to the exception in 9.3, at the commencement of the process of free and informed consent, researchers or their qualified designated representatives shall provide prospective subjects with the following:

9.7.1.1 A College researcher will identify himself/herself (and the project director if the researcher is not the director) to the subjects. He/she will identify his/her association with the College, and his/her status as faculty member, student or technician, and indicate to the prospective subject that they are being invited to participate in a research project;

9.7.1.2 A comprehensible statement of the research purpose and its usefulness, the nature of the research, the expected duration;

9.7.1.3 The nature of their participation and a precise description of the research procedures in which she/he will personally be asked to participate;

9.7.1.4 A comprehensible description of reasonably foreseeable harms and benefits that may arise from research participation, as well as the likely consequence of non-action, particularly in research related to treatment, or where invasive methodologies are involved, or where there is a potential for physical, psychological, or social harm;

9.7.1.5 An assurance that prospective subjects are free not to participate, have the right to withdraw at any time without

prejudice to pre-existing entitlements, and will be given continuing and meaningful opportunities for deciding whether or not to continue to participate;

9.7.1.6 The methods for protection of confidentiality and anonymity that will be observed by the project director and his/her colleagues in respect of the subject's participation as well as the legal limitations to anonymity and confidentiality (see 15); and

9.7.1.7 The possibility of commercialization or publication of research findings, and the presence of any apparent or actual or potential conflicts of interest on the part of researchers, their institutions or sponsors.

9.8 Where appropriate the subject should also be informed of:

9.8.1 The anticipated benefits of participation to himself/herself;

9.8.2 the social benefits that are anticipated, and to whom they accrue;

9.8.3 the anticipated risks to a larger social group or a third party;

9.8.4 the extent to which risks in the project have been pre-tested, and whether the project that the subject will participate in differs from pre-tested practice;

9.8.5 the possibility that the data from this research project may be stored and used for a different purpose in future without obtaining a new consent from the subject, if this is the case;

9.8.6 the availability of the results of the project from the project director when they are published;

9.8.7 the availability of further information from the project director;

9.8.8 the name of the chair of the College Research Ethics Board to whom comments on the project may be directed.

9.9 Where the subject is a child or a legally incompetent person, full information must be provided to the legal guardian. The project director must also demonstrate that the subject himself/herself will receive a simple explanation of the elements set out in 9.7.1.2, 9.7.1.3, 9.7.1.5, at a minimum. In any event, in the case of legally incompetent participants, dissent is to be considered as a refusal to participate even if a third party has consented on behalf of the participant.

9.10 Except where the project director justifies an alternative method, the information set out in 9.7 and 9.8 will be presented to the subject in writing, as part of the consent form. The REB may approve a consent procedure that does not include, or that alters, some or all of the elements

of informed consent set forth above, or waive the requirement to obtain informed consent, provided that the REB finds and documents that:

- i) the research involves no more than minimal risk to the subjects;
- ii) the waiver or alteration is unlikely to adversely affect the rights and welfare of the subjects;
- iii) the research could not practicably be carried out without the waiver or alteration;
- iv) whenever possible and appropriate, the subjects will be provided with additional pertinent information after participation; and
- v) the waived or altered consent does not involve a therapeutic intervention.

9.11 Where the project director justifies presenting the information set out in 9.2 and 9.3 to the subject orally, the person who presents the information will refer to a printed copy of the information.

9.12 The researcher must ensure that prospective subjects are given adequate opportunities to discuss and contemplate their participation.

10 DECEPTION OF SUBJECT

10.1 Where it is necessary to withhold or to misrepresent significant facts in informing the subject, such deception must be expressly justified by the project director in his/her protocol. In particular, the protocol must demonstrate:

10.1.1 that the deception is indispensable to the effectiveness of the project;

10.1.2 that the deception must extend to all the elements as proposed;

10.1.3 that all alternative investigative methods are significantly less satisfactory;

10.1.4 that the deception will not invalidate any aspects of informed consent that would influence subjects willingness to participate (e.g. length of the study, procedures to be followed);

10.1.5 that the subject will be fully informed of all elements of the program that were withheld or misrepresented to him/her, by a member of the research project in person, as soon as possible after his/her participation in the project has been completed.

10.2 No protocol will be approved where deception underplays the risk to subjects or in itself creates a substantial risk to the subject's self-esteem and dignity.

11 CONSENT OF SUBJECT

- 11.1 A person must voluntarily give express consent (free of coercion, constraint, inducement, manipulation, or undue influence) to participate in any College research project as a human subject with information in his/her possession adequate to evaluate the anticipated risks and benefits inherent in his/her participation in the project. Their free and informed consent must be maintained throughout their participation
- 11.2 A person is legally incompetent when he/she cannot be legally bound by his/her own action, as with a person under 18 years of age, or a person of limited mental capacity because of senility or disorder. In cases where the subject is legally incompetent, consent must be obtained from the legal guardian, except where the College Research Ethics Board, in its discretion, allows otherwise (see 1.4). In cases of legally incompetent participants, dissent is to be considered as a refusal to participate even if a third party has consented on behalf of the participant. Unless the project director has justified oral consent in his/her protocol, consent shall be given in writing.
- 11.3 It is preferable that the information and consent forms be integrated; where this is not possible, the following elements of information must appear on the consent form;
 - 11.3.1 the name of the College and name of the project director;
 - 11.3.2 a brief but explicit description of the procedures in which the subject personally will participate;
 - 11.3.3 an explanation that the subject is free to withdraw from the project at any time, without penalty or explanation, even after he/she has given consent and the project has commenced;
 - 11.3.4 when a foreseeable risk exists, the consent form shall include an acknowledgment by the subject of the risk involved in the research.
- 11.4 It is recommended that the consent form contain a general statement indicating that the subject understands that the nature of the research may make it impossible for him/her to be informed completely of the nature and purpose of the procedures to be followed, but that he/she will be fully informed when his/her participation has been completed.
- 11.5 Remuneration for participation as a subject in a College research project, if any, will be based on the time required of the subject and the inconvenience caused him/her and will not be sufficient to induce the subject to disregard any risks inherent in his/her participation.
- 11.6 Where the subject group is a captive population such as populations of correctional institutions or hospitals, provision must be made in the

- 11.7 Where the subject may be an entire community, especially a community with a culture distinct from that of the mainstream, the project director must demonstrate in his/her protocol effective measures to obtain consent and approval of the project by recognized spokespersons for the community, as well as the consent of individual subjects.

12. COMPETENCE:

- 12.1 Subject to applicable legal requirements, individuals who are not legally Competent shall only be asked to become research subjects when:
- a) the research question can only be addressed using individuals within the identified groups(s); and
 - b) free and informed consent will be sought from their authorized representative(s); and
 - c) the research does not expose them to more than minimal risk without the potential for direct benefits for them.

For research involving incompetent individuals, the REB shall ensure that, as a minimum the conditions laid out in Article 2.6 of the TCPS are met.

13. RISKS AND BENEFITS

- 13.1 It is the responsibility of the project director to demonstrate in his/her protocol, where appropriate:
- 13.1.1 that a careful analysis of the direct and indirect risks to human subjects of the proposed research, however remote, has been made, particularly where the subject population displays vulnerability by reason of factors such as age or mental capacity;
 - 13.1.2 that consideration has been given to the risk of damage or offense to third parties who may identify with subject individuals and groups for racial, cultural or sexual reasons, and to public sensitivity at large;
 - 13.1.3 that whenever the methodology proposed creates foreseeable risk, the project director or the person authorized by him/her to carry out the project has had previous experience with application of the methodology.
- 13.2 The REB reviewing the protocol has the duty to decide:
- 13.2.1 whether the project director has explored the risk area sufficiently in his/her protocol;

- 13.2.2 whether the benefits to the subject himself/herself and the importance of the knowledge to be gained for society outweigh the risks inherent in the project;
- 13.2.3 whether risks have been minimized and provision made to remedy any harm;
- 13.2.4 whether the consent the subject will give encompasses all foreseeable risk factors.
- 13.3 Procedures involving physiological intrusions of clear medical concern will be performed by a medically authorized person.
- 13.4 No methodology will be approved whose object is long-term behavioral change to the subject, unless such change is directly beneficial to that subject.
- 13.5 The REB reviewing the protocol will observe caution in approving any methodology that stimulates negative behaviour, such as anger, aggression, and racial antagonism.

14 RESEARCH IN EMERGENCY HEALTH SITUATIONS

- 14.1 Subject to all applicable legislative and regulatory requirements, research involving emergency health situations shall be conducted only if it addresses the emergency needs of individuals involved, and then only in accordance with criteria established in advance of such research by the REB. The REB may allow research that involves health emergencies to be carried out without the free and informed consent of the subject or of his or her authorized third party if ALL of the following apply:
 - 14.1.1 A serious threat to the prospective subject requires immediate intervention; and
 - 14.1.2 Either no standard efficacious care exists or the research offers a real possibility of direct benefit to the subject in comparison with standard care; and
 - 14.1.3 Either the risk or harm is not greater than that involved in standard efficacious care, or it is clearly justified by the direct benefits to the subject; and,
 - 14.1.4 The prospective subjects is unconscious or lacks capacity to understand risks, methods and purposes of the research; and
 - 14.1.5 Third-party authorization cannot be secured in sufficient time, despite diligent and documented efforts to do so; and
 - 14.1.6 No relevant prior directive by the subjects is known to exist.

When a previously incapacitated subject regains capacity, or when an authorized third party is found, free and informed consent shall be sought promptly for continuation in the project and for subsequent examinations or tests related to the study.

15 PRIVACY OF SUBJECTS

- 15.1 The College recognizes and supports the freedom of persons and communities to reveal or withhold all information about themselves not already in the public domain by deliberate, fully informed decisions, and with the assurance that the subject's anonymity will be protected and all records of his/her participation in a College research project will be kept confidential. Such assurance is subject to the constraints of Canadian Law (see 16.5).
- 15.2 The project director in his/her protocol must account for differing sensibilities among subject groups in the matter of invasion of privacy especially if the subject group is a particularly vulnerable one, or if the background of the group is radically different from that of the researcher.
- 15.3 The REB reviewing the protocol will closely examine the proposed use of institutional records in a project. The REB will consider the potential invasion of the privacy of the individuals whose records are to be used, and the advisability of obtaining consent from those individuals as well as from the institutional authorities.
- 15.4 Consideration must be taken of the privacy of third parties where the subject will be asked to disclose information or opinions about such third parties.
- 15.5 Mechanical methods of observations, such as TV cameras, microphones, tape recorders, and one-way mirrors, may be used only with the consent (obtained prior to participation or post debriefing) of the subject and/or his/her legal guardian. Where a subject has been recorded, the subject must be given the opportunity to call for erasure of the recording when his/her participation is complete. Any disclosure of a mechanical recording to persons who are not involved in carrying out the project (for instance, as an audio-visual demonstration) must be expressly consented to by the subject.
- 15.6 Use of student records will be consistent with the College Policy on the Freedom of Information and Protection of Privacy Act/Confidentiality.
- 15.7 Location of a College research project on private property must be disclosed in the protocol and approved in advance by the property owner. Shopping malls and stores are private property.
- 15.8 A College researcher who is given access to a government or community institution or agency has a responsibility not to make public exposure of conditions or practices with which he/she disagrees without first reporting

them to the responsible authority and giving reasonable time for an investigation to be made and a decision reached.

16 ANONYMITY OF SUBJECTS AND CONFIDENTIALITY OF DATA

- 16.1 Except where the subject or legal guardian has expressly consented otherwise in writing, the subject's anonymity will be strictly protected and all data collected will remain absolutely confidential. Where the subject has given written consent to disclosure, information may be disclosed only within the strict limits of the terms of the consent.
- 16.2 The responsibility is on the project director to describe positive measures to be taken to preserve the anonymity of the research subject, both in the published results of the project, and in the records retained by the College and the project director.
- 16.3 Where confidential data will be stored for possible re-use, the method of recording and storing the data must be strictly designed to confer anonymity on the subject.
- 16.4 All research assistants and persons having access to confidential data must be briefed by the project director on the duty to observe the rules of anonymity and confidentiality set by this Policy.
- 16.5 There are certain circumstances which will limit the assurance of confidentiality to a subject:
 - 16.5.1 In certain circumstances, a researcher may acquire information on illegal activities or information relevant to a criminal investigation. A researcher who acquires such information may be called as a witness in court proceedings and can be compelled to make full disclosure of such information received.
 - 16.5.2 A researcher has a positive duty to report suspected child abuse.
 - 16.5.3 A researcher has a positive duty to report a positive HIV test.

Related Policies

- Applied Research Policy
- College Approval to Submit Research Applications/Proposals to External Sponsors
- Conflict of Interest in Research
- Integrity in Research
- Research Administration & Policy Development
- Research in the Yukon, Northwest Territories and Nunavut
- Research Intellectual Property Rights
- Research Involving Biohazards and Radioactive Materials
- Student Rights in the Conduct of Research


- Use of Animals in Research, Teaching and Testing

ACKNOWLEDGEMENTS

Portions of this policy have been adopted from the University of Guelph with their permission and adapted for Conestoga College. CCITAL gratefully acknowledges the contribution of the University of Guelph in this regard.

Revision Log:

Revision Date	Summary of Changes
March 27, 2006	Original Issuance
December 20, 2006	Update
August 24, 2007	Update

	Approved by: ACC
	Authorizer: Director, Applied Research
	Effective Date: November 11, 2003
Policy Title: Use of Animals in Research, Teaching and Testing	

I APPLICATION

This policy and its procedures apply to:

- 1.1 all Conestoga College faculty, staff, students and visitors using, or proposing to use, animals for teaching, research, testing, or any other purpose;
- 1.2 all facilities and equipment owned and/or operated by Conestoga College;
- 1.3 the care and use of animals owned, managed, or used by Conestoga College while located on non-College premises;
- 1.4 the use of animals in the wild.

II DEFINITIONS

- 2.1 The term “animal” as defined in this policy includes all non-human living vertebrates and higher invertebrates as defined by the Canadian Council on Animal Care (CCAC).

III STATEMENT OF PRINCIPLES

- 3.1 Conestoga College recognizes the importance of animals in research, teaching and testing and supports the goal of ensuring that all animals are treated in an ethical manner and cared for properly;
- 3.2 The Canadian Council on Animal Care (CCAC) is the national organization responsible for setting and maintaining standards for the care and use of animals in research, teaching and testing throughout Canada. In Ontario, the use of animals is governed by the Animals for Research Act. Conestoga College requires strict adherence to the policies, procedures and guidelines of the CCAC, the Animals for Research Act, and all federal, provincial and municipal laws on the use of animals;
- 3.3 Conestoga College does not engage in research, teaching and testing involving animals. Therefore, and according to CCAC guidelines, Conestoga does not have, or require, the establishment of an institutional animal care committee.

IV POLICY

- 4.1 Conestoga College requires strict adherence to the policies, procedures and guidelines of the CCAC, the Animals for Research Act, and all federal, provincial and municipal laws on the use of animals;
- 4.2 No research, teaching or testing involving animals may be undertaken by Conestoga faculty, staff, students, or visitors;
- 4.3 Any faculty, staff, students, or visitors contemplating research, teaching, or testing involving animals in facilities and/or using equipment owned and/or operated by Conestoga College, must make a written request in advance to the Vice-President, Applied Research for an exception to this policy;
- 4.4 Any faculty, staff, students, or visitors contemplating research, teaching, or testing involving animals in facilities and/or using equipment located on non-College premises, *regardless of whether a partnering/host institution has an institutional animal care committee*, must make a written request in advance to the Vice-President, Applied Research for an exception to this policy;
- 4.5 Upon receipt of a written request for an exception to the use of *Animals in Research, Teaching and Testing Policy*, the Vice-President, Applied Research will consult with the relevant agencies, laws, policies and guidelines to determine:
 - (a) if it is appropriate for the faculty, staff, student or visitor to become involved in the research, teaching or testing, and if so, under what terms and conditions, and
 - (b) will review whether it is appropriate for Conestoga College to establish an institutional animal care committee. The decision of the Vice-President, Applied Research will be communicated in writing to the applicant.
- 4.6 Appeals of the decision of the Vice-President, Applied Research, may be made in writing to the Research Board (see related policy entitled *Research Administration and Policy Development*).

Related Policies

- Applied Research Policy
- College Approval to Submit Research Applications/Proposals to External Sponsors
- Conflict of Interest in Research
- Ethical Conduct in Research Involving Humans
- Integrity in Research
- Research Administration & Policy Development
- Research in the Yukon, Northwest Territories and Nunavut
- Research Intellectual Property Rights
- Research Involving Biohazards and Radioactive Materials
- Student Rights in the Conduct of Research

Revision Log:


Revision Date	Summary of Changes
November 11, 2003	Initial Issuance
August 24, 2007	

13 Student Protection Standard

Appendix 13.1: Academic Calendar Information

Current Academic Calendar 2009 – 2010 Page Number	Information
Page I – President’s Message	The organization’s mission and goals
Page XIII	A history of the organization and its governance and academic structure
Page V – Degrees Page XIV – Degree Completion Opportunities	If the organization currently offers degree programs, a general description (e.g. purpose, outcomes, length) of each degree program
NA	If the organization does not currently offer degree programs, a general description (e.g. purpose, outcomes, length) of each diploma program
Page – XIII	The academic credentials of faculty and senior administrators (Dean and above)
Pages 1 – 85. (Available on College Website)	Individual descriptions of all subjects in these programs, and their credit value

Appendix 13.2.1: Dispute Resolution

 CONESTOGA Connect Life and Learning	Approved by: ACC
	Authorizer: VP Academic / VP Student Affairs
	Effective Date: September 1, 2007
Policy Title: Applied Dispute Resolution and Appeal Policy	

Policy Title: Academic Dispute Resolution and Appeal Policy

Policy Statement:

The College recognizes that disputes regarding academic decisions may occur between members of the College community. Every attempt must be made to resolve issues or concerns informally at the program level prior to proceeding to a formal appeal.

Scope:

This policy applies to all applicants, registered and former students, faculty, registrar/designate and academic teamⁱⁱ of the College

Policy Elaboration:

Appellants may only appeal on their own behalf. During the process, the appellant may wish to consult with a third party but representations can only be made by the appellant. The registrar/designate may request from the appropriate parties information which may have a bearing on any aspect of the appeal.

References:

Academic Dispute Resolution and Appeal Policy and Procedure
Academic Integrity Policy and Procedure
Student Code of Conduct Policy and Procedure
Appeal Request Form


Revision Log:

Revision Date

Revision Date	Summary of Changes
2007-04-19	Title changes
2007-06-19	Content/language revisions as approved at Academic Forum
2007-06-25	Academic Forum – Approved
2007-07-16	Policy and Procedures Task Force – Revised and Validated
2007-09-05	Academic Coordinating Committee - Approved

i Faculty are person/s responsible for the teaching/learning process. This includes Technologists who, under the direction of faculty, perform specific functions related to the academic process.

ii Academic team includes heads of schools, program heads, program co-ordinators and faculty members who are responsible for the academic content.

	Approved by: ACC
	Authorizer: VP Academic / VP Student Affairs
	Effective Date: September 1, 2007
Policy Title: Applied Dispute Resolution and Appeal Procedure	

Procedure Statement:

The College recognizes that disputes regarding academic decisions may occur between members of the College community. The College has established procedures to deal with student disputes in an effective, timely, fair and impartial manner. This procedure defines how students can appeal an academic decision in the event that the dispute is not resolved informally.

Scope:

This procedure applies to all registered and former students, faculty, registrar/designate and academic teams of the College.

Registered students and former students may dispute the following:

- a decision to deny evaluations through the portfolio or challenge process;
- an academic promotion decision, including discontinuance for academic reasons;
- a final grade, including a failed PLAR challenge;
- an in-process evaluation;
- a penalty assessed under the Academic Integrity Policy.

Definitions:

Academic decision:	A grade or status assigned to the student record indicating progress and/or promotion at the end of each unit/module/course/semester/level/ or at the end of an academic year.
Final grade:	Final indicator of a student's performance in a course, as submitted by the faculty member(s).
In-process evaluation:	A mark that is not weighted at less than 25% of the final grade.
PLAR:	Prior Learning Assessment and Recognition.
School:	The College is organized into a number of schools eg. School of Business.

Responsibilities:

Faculty members will:

- provide students with the basis that will be used to calculate the final grade (evaluation strategy) for the course in the first week of class;
Academic Dispute Resolution and Appeal Procedure
- grade promptly all assignments, quizzes, test and other forms of evaluation and return evaluated materials where appropriate;

- in accordance with Step 1 of the procedure, reply to and attempt to resolve student concerns regarding a dispute within five working days;
- participate in the inquiry conducted by the chair in accordance with Step 2 of this procedure;
- if required, participate in the hearing conducted by the registrar/designate in accordance with Step 3 of this procedure.

Students will:

- retain and provide, in the event of an appeal, all relevant work which has been returned to him/her;
- initiate informal process in accordance with Step 1;
- in the event of a formal appeal, provide required documentation in accordance with Step 3.1 of this procedure.

Academic team will:

- participate in the informal process in accordance with Step 2 of this procedure;
- participate in the inquiry conducted by the registrar/designate in accordance with Step 3 of this procedure;
- discharge their respective responsibilities fairly and according to established time frames.

Registrar/designate will:

- make Appeal Request Forms available to students;
- discharge his/her respective responsibilities fairly and according to established time frames;
- facilitate orientation for members of the appeal panel;
- ensure that the policy and procedures are published;
- administer pre-hearing matters in accordance with the guidelines;
- act in an advisory role to faculty members, chairs, associate vice presidents and members of the appeal panel;
- direct the response of an appeal panel decision to the student and the appropriate College personnel.

Note: Students who have received a penalty assessed under the Academic Integrity Procedure or an academic decision directly from a Chair or Associate Vice-President should begin the appeal procedure at Step 3.

Procedure

1.0 Informal Process – Step 1

- 1.1 A student who is seeking a review of an academic decision is expected to discuss his/her concerns with the appropriate faculty member within five (5) working days of receipt of the grade or academic decision (i.e. the posting of the grade via the student portal or receipt of the official notice of a final grade/academic decision).
 - (a) Unless an issue of liability, safety and/or behavior that interferes with the teaching/learning of others has been identified, the student may attend Academic Dispute Resolution and Appeal Procedure classes/labs/work experience and/or placements, pending conclusion of the process.

- 1.2 It is the student's responsibility to provide the faculty member with a well documented statement of the issues and the outcome he/she desires. The faculty member shall respond to the student within five (5) working days of receipt of the concern unless an extension has been mutually agreed to by both parties.

2.0 Informal Process - Step 2

- 2.1 In the event that the student receives no reply from his/her faculty member within the time frame or if the student wishes to pursue the request for a review after receiving a response from the faculty member, he/she must present the matter in writing to the chair or member of the academic team of the program in which the course is offered within five (5) working days of the deadline for faculty response or within five (5) working days of receipt of the faculty member's response.
- 2.2 Upon consideration of the information provided by the student and the faculty member, the chair or member of the academic team has the authority to determine a resolution in any of the following ways:
 - (a) decide that the grade or academic decision will remain unchanged;
 - (b) direct that a re-evaluation of the student's work be completed;
 - (c) direct that the grade be changed to an 'I' (Incomplete) and that the student be allowed to do specific items of work.

The decision must be communicated to the student and the faculty member in writing within five (5) working days unless an extension has been mutually agreed to by both student and member of the academic team.

3.0 Formal Appeal – Step 3

- 3.1 A student who is either (a) not satisfied with the outcome reached in Step 2, or (b) in receipt of an academic decision or penalty assessed under the Academic Integrity Policy directly from an Associate Vice-President, may request a formal appeal by submitting an Appeal Request Form.

The criteria for a formal appeal are that new and significant evidence/information which was not considered or available to the academic team during the informal process.

The student's submission of a request for a formal appeal must include a letter setting out the reason(s) why he/she disagrees with the decision by the chair or member of the academic team in Step 2 of the process. All documentation provided and received by the student must be submitted with the appeal request to the registrar/designate. No additional documentation will be accepted during the formal process.

- 3.2 The registrar/designate reviews the request, and WITHIN 10 WORKING DAYS of receipt of the student's request, informs the student in writing whether or not the College intends to proceed with an appeal hearing. If the request is denied, written reasons are to be given.
- 3.3 WITHIN 15 WORKING DAYS of notifying the student of the intent to proceed, the registrar/designate will convene an appeal hearing. The appeal will be heard by a panel, chaired by the registrar/designate, and composed of three persons chosen by the registrar/designate as follows:
 - member of the academic team;
 - a faculty member or counsellor;
 - a student.

None of the panel members may be from the appellant's program or school. No panel members will have been involved previously with the matter in question.

- 3.4 Submissions for the appeal hearing will be provided by the registrar/designate to all parties at least ONE WORKING DAY prior to the meeting. If the student desires an external adviser to attend the appeal hearing, the registrar/designate must be notified at least THREE WORKING DAYS prior to the meeting.
- 3.5 At the appeal hearing both the student and a representative of the program may present oral arguments in support of their respective positions. After the presentation of arguments the panel will meet in camera to consider the facts and to render a decision. The decision will include a written explanation of the reasons for the decision and will be given to the registrar/designate.

The decision of the panel is final and binding.

- 3.6 Within FIVE WORKING DAYS the registrar/designate will communicate the decision in writing to the student, associate vice-president and/or chair.
- 3.7 All documents used by the panel will be delivered to the registrar/designate.
- 3.8 The panel may also make recommendations regarding changes to the academic policies and procedures of the College/school/program.
- 4.0 Protection From Reprisals

The College prohibits reprisals or threats of reprisal against students who have raised matters of concern under this procedure. Individuals who violate these provisions shall be subject to discipline or other correction action.

References:

Appeal Request Form
Academic Dispute Resolution and Appeal Policy and Procedure
Academic Integrity Policy and Procedure
Student Code of Conduct Policy and Procedure

Revision Log:

Revision Date	Summary of Changes
2007-05-28	Addition of informal process as a mandatory step
2007-06-19	Content/language revisions as approved at Academic Forum

i Faculty are person/s responsible for the teaching/learning process. This includes Technologists who, under the direction of faculty, perform specific functions related to the academic process.

ii Academic team includes heads of schools, program heads, program co-ordinators and faculty members who are responsible for the academic content.
Academic Dispute Resolution and Appeal Procedure

Appendix 13.2.2: Fees and Charges

See appended Student Guide 2008-2009 for the policies and procedures pertaining to the payment schedule of fees and charges.

Appendix 13.2.3: Student Dismissal

See appended Student Guide 2008-2009 for the policies and procedures pertaining to student dismissal.

Appendix 13.2.4: Withdrawals and Refunds

See appended Student Guide 2008-2009 for the policies and procedures pertaining to withdrawals and refunds.

Appendix 13.3: Student Protection Information

See appended Student Guide 2008-2009 for policies and procedures pertaining to student protection information.

14 Economic Need

Appendix 14.1: Evidence of Economic Need

The Conestoga College Institute of Technology and Advanced Learning has confirmed a significant need for graduates with the knowledge and applied skills that are proposed in the Bachelor of Design & Entrepreneurship Program.

Graduates of this four year co-op degree will possess a blend of artistic and technical knowledge and skills normally found in graphic design, creative and business management and entrepreneurship. Graduates will have the ability to apply professional standards and ethics and utilize a variety of interpersonal communications and management strategies with clients in graphic design related projects. The program will meet the needs of a broad range of entry level positions and allow graduates to progress to supervisory and management positions. Letters indicating support for both co-op and graduate hires are included in the submission.

The need for this degree was confirmed through discussions with members of Conestoga College's Program Degree Advisory Committee (PDAC), active graphic designers, business professionals, and academics. Originally discussed as a program with several specializations (including Game Design & Management, Agency Design & Management, and Packaging Design & Management), it was decided it was evidently more viable to offer Design & Entrepreneurship alone in the initial offering as a degree program. Faculty members felt that, by doing so, the focus would be on creating a degree program with the highest educational standards as the backbone for future opportunities for specialization. This approach would facilitate more discipline specific methodologies that would have been diluted in the multi-stream (specialization) model.

According to Ontario Job Futures, roughly 30% of graphic designers and illustrators are likely to be self-employed (U.S. Bureau of Labor Statistics states 25%). Earnings for designers vary widely depending on whether they are self-employed or salaried, years of experience, reputation, demand, regional differences and other factors. Recent surveys (including popular job websites and the U.S. Bureau of Labor Statistics) indicate that, on average, graphic designers earn about \$45,000 a year. Designers who supervise junior staff and who also demonstrate good project and/or people management skills can command substantially higher salaries (\$60,000 to \$62,000). Principals or partners in well-to-do firms may receive \$100,000 or more.

The demand for design services tends to track with the fortunes of the economy at large. In a strong economy, demand is high and design firms find it difficult to attract and retain talented and experienced employees, especially at the junior level. In a downturn economy, the opposite will occur, with jobs harder to come by and graphic designers tending to stay in a position rather than transferring to another firm.

For 2007, the design services industry generated \$2.7 billion dollars in operating revenues in Canada as per the Statistics Canada release (www.statcan.gc.ca). Graphic Design Services alone accounted for \$1.4 billion. Firms in Ontario accounted for 53% of this revenue, or roughly \$700 million.

According to the U.S. Bureau of Labor Statistics *Occupational Outlook Handbook 2008-2009*, employment of graphic designers is expected to grow 10 percent from 2006 to 2016, about as fast as average for all occupations. Demand will continue to increase from advertisers, publishers, and computer design firms plus the ever-expanding video entertainment business, including gaming and the Internet.

Ontario-centred research undertaken includes information from the Ontario Job Futures website. File 5241 Graphic Designers, shows in 2004, there were 24,500 graphic designers and illustrators listed for Ontario. Of the 24,500, 64% or 15,680 of the designers worked in Toronto, roughly one designer for every 166 people. In the Waterloo Region, there were 1,715 graphic designers listed or roughly one designer for every 281 people. Toronto's population is projected to increase to 2.82 million in 2016 with the need for 1,308 additional designers. Waterloo Region is projected to have a population of 556,300 in 2016 with 263 additional designers needed. NOTE: these projected figures do not include the GTA population which is expected to be 6.9 million nor does it include surrounding areas in south-western Ontario. In the US, graphic designers held approximately 261,000 jobs in 2006 (US Bureau of Labor Statistics).

Job postings at websites such as www.jobbank.gc.ca showed 57 graphic design-related job advertisements on May 4, 2009. The income range shown is \$20,000 to \$60,000. www.workopolis.com has had 86 jobs in graphic design and marketing posted on the same date. The RGD Ontario site shows twelve design jobs and five non-design jobs and the Society of Graphic Designers of Canada (GDC) job board also has eight at this point in time.

The Association of Registered Graphic Designers of Ontario grants designers who qualify the right to the exclusive use of the designations Registered Graphic Designer and R.D.G. RDG Ontario is the only graphic design association in Canada to have such provincial legislation. In order to use the designation Registered Graphic Designer (R.G.D.), a person must be able to demonstrate either four years of relevant education and three years of professional experience or vice versa and also pass the Registered Graphic Designers Qualification Examination. Conestoga graduates of the four year degree program may pursue this R.G.D. designation once they have completed three years of professional experience. They may also pursue membership of the Society of Graphic Designers of Canada.

The U.S. Bureau of Labor Statistics states that Graphic Designers with a Bachelor's degree and knowledge of computer design software, particularly those with Web site design and animation experience will have the best job prospects. With the addition of strong business skills, talent and perseverance, Conestoga graduates are likely to fare very well.

Employers advise they are looking to hire graduates who value a strong work ethic and professional standards, have good design knowledge, are able to do research based on client requirements, understand media regulations, can act as team players and as team leaders, are more flexible problem-solving people, possess excellent time management and project management skills, and have strong business and presentation skills.

Graduates of the Bachelor of Design & Entrepreneurship program from Conestoga College will meet these expectations.

15 Non-Duplication of Programs

Appendix 15.1: Similar/Related College Programs

The Society of Graphic Designers of Canada (GDC) website shows the following Advanced Diploma Graphic Design programs and Applied Bachelor degrees being offered by ACCC member institutions:

1. Algonquin College, Ottawa, Advanced Diploma, Graphic Design
2. Cambrian College of Applied Arts and Technology, Sudbury, Advanced Diploma Visual and Creative Arts – Graphic Design
3. Conestoga College Institute of Technology and Advanced Learning, Kitchener, Advanced Diploma Graphic Design
4. Fanshawe College of Applied Arts and Technology, London, Advanced Diploma Graphic Design
5. Humber College Institute of Technology & Advanced Learning, Toronto, Advanced Diploma Graphic Design; Bachelor of Applied Arts, Creative Advertising
6. Red River College of Applied Arts, Science and Technology, Winnipeg, 1 yr Advanced Diploma Graphic Design
7. Sault College of Applied Arts and Technology, Sault Ste Marie, Advanced Diploma Graphic Design
8. Seneca College of Applied Arts and Technology, Toronto, Advanced Diploma Graphic Design
9. St. Clair College of Applied Arts and Technology, Windsor, Advanced Diploma Graphic Design
10. St. Lawrence College, Kingston, Advanced Diploma Graphic Design

George Brown College also offers an Advanced Diploma in Graphic Design but does not appear on the GDC website.

An internet search of these individual Canadian colleges identified that all researched programs could lead to a career in graphic design. All of the Ontario colleges listed above, with the exception of Red River College in Manitoba, offer programs that could lead to R.G.D. designation.

3 year Ontario College Advanced Diploma Programs

None of the Colleges of Applied Arts and Technology (CAAT) offers a program at the three year diploma level that contains emphasis in business management with a focus on entrepreneurship. Conestoga College's degree program builds on a design foundation in its first two years before students integrate studies in business with advanced level studies in graphic design in years 3 and 4.

Regarding Co-op work terms, none of the 3 year diploma programs offer co-op. Several have field placement courses or mentorship/apprenticeship courses. Conestoga College offers two opportunities for students to do co-op placements. One work term in graphic design is required for graduation.

Conestoga College's Bachelor of Design & Entrepreneurship admission requirements also differ from most of these colleges. Conestoga requires one English and recommends one Math.

4 year Applied Bachelor Degrees

A search of CAAT programs through Ontario College Application Service (OCAS) using "graphic design" as search criteria showed Humber Institute of Technology & Advanced Learning as having comparable programs albeit Humber's two degrees are Bachelor of Applied Arts – Creative Advertising and Bachelor of Applied Technology – Industrial Design.

Humber's Bachelor of Applied Arts – Creative Advertising degree program requires five 4U or 4M courses including one English 4U for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English. Conestoga also recommends one 4U Level Math.

Both degree programs offer a balance of practice and theory plus four breadth electives. Conestoga College's degree program however requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship, New Venture Development, and Marketing. Humber's degree program offers Principles of Marketing, Business of Advertising, and Professional Practices. Humber's curriculum focuses on creative advertising.

Humber's program has one co-op work term. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.

Research in design and sustainable design are integrated in Conestoga's degree program. While research is clearly evident in Humber's program design, sustainable design is not.

Two of the strengths of Conestoga's program are: 1. the integration of business management and entrepreneurial study with the art and application of graphic design and 2. the focus on application through two opportunities for co-op work terms.

The program descriptions were drawn from the colleges' official internet web sites. The college has on file and available upon request research undertaken to complete Appendix 15.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Algonquin College, Ottawa	Advanced Diploma, Graphic Design	<p>This dynamic and challenging three-year program is designed for the individuals interested in applying their creativity to communicating ideas and concepts in print and electronic media. Through strong practical and theoretical training in typography, the basic fundamentals of creativity, design, image, form and colour, and production skills, students develop the skills needed to become graphic designers. Extensive hands-on training in current software tools allows students to present their design solutions in a variety of formats.</p> <p>Graphic designers may focus primarily on print media such as brochures, logos, corporate identity materials, annual reports, promotional posters, signage systems, packaging, film and video graphics, publication design for books and magazines, flyers and brochures. With the emergence of electronic visual communication, graphic designers may be more involved in web design, motion graphics and design for interactive media. After two years of study of design fundamentals for print and screen, students choose a print or electronic media specialization in their third year of study.</p> <p>Admission:</p> <p>Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission.</p> <p>English, Grade 12 (ENG4C or equivalent, is required).</p>	Applied design	3 years	Field work of six weeks (180 hours) in Level 6

		<p>Submit a portfolio of 10-15 samples of your best work. A fee of \$30 will be charged for portfolio assessment. Details of an additional layout/design test will be sent upon receipt of your application.</p> <p>During field work, students work for six weeks as interns in graphic design studios, advertising agencies or companies creating print design, web publication or multimedia presentations.</p> <p>Articulation agreements with Athabasca University, Professional Arts in Communication Studies and with Griffith University in Australia, Bachelor of Design</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- Algonquin College's diploma program requires one 4C English for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. Algonquin College's program offers extensive applied courses and only two general education courses.
- Algonquin College offers a 3 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Algonquin College has Co-op available to several programs but not Graphic Design. Students take a Field Work course in Level 6 that is 6 weeks in length. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Algonquin charges a fee for portfolio assessment.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Algonquin offers Business of Graphic Design in Level 3, Advertising and Marketing in Level 5, and Project Management in Level 6.
- Research in design and sustainable design are integrated in Conestoga's degree program. Not evident in Algonquin College's website course descriptions.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Cambrian College of Applied Arts and Technology, Sudbury	Advanced Diploma Visual and Creative Arts – Graphic Design	<p>Graphic design is creative and strategic visual communication. The graphic designer researches, plans and creates an optimum design in response to a specific client or market need, and one which can be effectively understood and retained by the consumer. The designer creatively manipulates media, space, type, image and colour using strategic design principles. The designer selects and controls project reproduction methods, paper, media and software, while maintaining effective client communication, respecting budgets, and meeting deadlines. With growing market demand for design professionals, today's graphic designer is flexible and balanced in traditional art skills as well as in state-of-the art computer software. The designer is able to see his/her work progress from concept sketch to final printed, web-based or electronic form.</p> <p>Admission Requirements For graduates of the new curriculum (OSS): Ontario Secondary School Diploma (30 credits) or equivalent or mature student status, including: - any grade 12 English (C), (U) or (M)</p> <p>Recommended: - credits in Visual Arts and/or Media Arts - computer competency in relevant software</p> <p>Applicants are required to complete a questionnaire and submit a portfolio, in hardcopy or digital format, for review.</p>	Applied study	3 years	Work Placement in semester 5

Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- Cambrian College's diploma program requires one 4C, U or M English and recommends Visual/Media Art for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. Cambrian College's program offers two history courses "Art History I" and "History of Graphic Design" and one general education course "Global Warming Concepts". There are no liberal arts or sciences electives; however, students at Cambrian may choose an art elective in semester 3 and 4.
- Cambrian College offers a 3 year Advanced Diploma in Visual and Creative Arts – Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Cambrian College has a Work Placement ART3595 in semester 5. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Cambrian offers Advertising Fundamentals, Advertising II, Professional Practices, and Professional Practices II (the freelance design studio).
- Research in design and sustainable design are integrated in Conestoga's degree program. While research is clearly mentioned in Website Design II, it likely occurs on a basic level throughout the Cambrian program. Cambrian offers Global Warming Concepts GEN2405 in semester 1 and Sustainable Design ART3508 in semester 5.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Conestoga College Institute of Technology and Advanced Learning, Kitchener	Advanced Diploma Graphic Design	<p>Conestoga's Graphic Design program is recognized as one of the top design programs in the province.</p> <p>Our exceptional Graphic Design program allows you to study professional design principles and practices, including typography, photography, layout and illustration. Our knowledgeable faculty also helps you learn printing production procedures, client presentation techniques and business practices.</p> <p>In the first year, graphic design students study traditional design techniques and are introduced to electronic design methods. Year Two provides a solid base in Mac-based graphic design software, and the third year allows students to work in professional industry settings and to develop a portfolio. Extensive real-world, practical work in our state-of-the-art graphic design labs is featured throughout this three-year program.</p> <p>Admission Requirements</p> <p>Ontario Secondary School Diploma (OSSD), or equivalent, OR 19 years of age or older.</p> <ul style="list-style-type: none"> Grade 12 compulsory English, C or U, or equivalent, OR Conestoga College Preparatory Communications COMM1270 Applicants meeting minimum academic requirements (70% in 2008) are invited to begin the selection process which requires them to: 	Applied design	3 years	No

		<ul style="list-style-type: none"> ○ Attend a Program Information Meeting ○ Present a portfolio of their design-related work. 			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- Conestoga's diploma program requires one English C or U for admission. Conestoga degree program requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. The diploma program offers extensive applied courses and only two general education courses.
- The diploma program is a 3 year Advanced Diploma in Graphic Design whereas the degree is a 4 year Bachelor of Design & Entrepreneurship.
- The diploma program has no co-op opportunities. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. The 3 year diploma offers Client Relations and Self Employment Strategies A and B, and Professional Practice Employment Strategies A and B.
- Research in design and sustainable design are integrated in Conestoga's degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Fanshawe College of Applied Arts and Technology, London	Advanced Diploma Graphic Design	<p>This three year program provides full and comprehensive training to the graduate who wishes to enter the professional industry of Graphic Design. Starting with basic design and technical literacy the student is developed into a current industry professional in both print and interactive digital media.</p> <p>Graduates of this program have direct transferability of 72 credits to the Bachelor of Professional Arts - Communication Studies degree program at Athabasca University.</p> <p>Graduates can expect employment at a junior level with: Advertising Agencies, Design Studios, Direct Mail Agencies, Environment/Signage Companies, Corporate Public Relations, Marketing, Art Departments, Publishing and Printing Companies.</p> <p>Admission Requirements OSSD WITH: - Any Grade 12 English (C) or (U) - Any Grade 11 or Grade 12 Mathematics (C), (U), or (U/C)</p> <p>Recommended Academic Preparation</p> <ul style="list-style-type: none"> • Grade 11 or Grade 12 Communications Technology (U/C) • Grade 11 or Grade 12 Visual Arts (U/C) or (O) OR Grade 11 or Grade 12 Media Arts (O) • Grade 12 Business and Technological Communication (O) 	Applied training	3 years	No

Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- Fanshawe College's diploma program requires one English C or U and any Grade 11 or 12 C, U or U/C Math for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. Fanshawe College's program offers extensive applied courses and six general education credits.
- Fanshawe College offers a 3 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- The diploma program has no co-op opportunities. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Fanshawe's diploma offers Time Money and Materials in Level 5.
- Research in design and sustainable design are integrated in Conestoga's degree program. They are not evident in Fanshawe's program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
George Brown College Toronto	Advanced Diploma Graphic Design	<p>The Graphic Design program at George Brown College has been designed to develop professionals for the communication and advertising design professions, with expertise in areas such as corporate, image, advertising, new media and environmental design. The curriculum emphasizes core capabilities in design principles, methods and strategies, typography, production, digital applications, drawing and design culture.</p> <p>In the fourth semester, students choose their major and minor and develop their applied skills through intensive studio projects. In the final year, thesis or major project development is encouraged in both individual and team settings. State-of-the-art labs, exciting real-life projects and industry networking opportunities round out the academic experience.</p> <p>The Communication Design major prepares you for a career in the graphic design profession, focusing on corporate identity, branding, and the management of communication design projects. Learn to design strategically and meet the needs of corporate clients. Communication Design electives can be selected from three areas of specialization: corporate design, environmental design and new media design.</p> <p>The Advertising Design major prepares you for a design career within the advertising industry. Learn how design supports the marketing of products and services. Advertising Design electives can be selected from three areas of specialization: advertising design, image design and new media design.</p>	Applied	3 years	No

		<p>The following requirements must be completed to successfully graduate:</p> <p>20 Foundation required courses 10 Design elective courses 2 General Education required courses 2 General Education elective courses 34 Total</p> <p>A student must successfully complete a minimum of six electives in his/her declared major to graduate. A minor is achievable by completing four electives in the other area of specialization.</p> <p>Complimentary membership in the Association of Registered Graphic Designers of Ontario is offered to all students, giving access to a network of Canada's top design professionals and a head start in the process of becoming a Registered Graphic Designer. Students display their best work in annual exhibitions and a publication for industry and the public.</p> <p>Admission Requirements and Fees</p> <p>OSSD Gr 12 English C or U And Portfolio is required.</p> <p>Applicants may be accepted on completion of G108(Art and Design Foundation) with a GPA of 3.0 or higher.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- George Brown College's diploma program requires one English C or U and a portfolio for admission. Applicants may be accepted on completion of G108(Art and Design Foundation) with a GPA of 3.0 or higher. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. George Brown College's program offers extensive applied courses, specialization majors in Communication Design or Advertising Design and only two general education elective courses.
- George Brown College offers a 3 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- The diploma program has no co-op opportunities. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. George Brown's diploma offers Professional Practice as a required course. Electives include Intro to Design Management.
- Research in design and sustainable design are integrated in Conestoga's degree program. Sustainable design, product preservation, and environmental impact topics appear in several design electives of George Brown's program.
- George Brown charges a fee for portfolio assessment.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Humber College Institute of Technology & Advanced Learning, Toronto	Advanced Diploma Graphic Design	<p>With over 25,000 designers, Toronto has the largest design workforce in Canada and the third largest in North America after New York and Boston. Work in: advertising/ graphic design firms, communications/ advertising departments of organizations, newspaper, magazine or book publishers, commercial printing companies, public relations agencies, the film and television industries, multimedia production companies.</p> <p>This program is designed to equip you with the skills and knowledge you need to conceptualize and produce the graphic design and visual materials that effectively communicate visual and conceptual information for a variety of media. This includes publications, corporate design, films, packaging, information design, signage and interactive media.</p> <p>Courses explore the many facets of graphic design and art direction, instruction in industry-based technology, typography, corporate, interactive, editorial, and information design and design theory. Students will have the unique opportunity to apply these skills in Humber's real-world ad agency/design studio.</p> <p>Close contact is fostered and maintained with design studios and advertising agencies in the Greater Toronto Area - with additional contacts across Canada and internationally. Humber also works closely with the Advertising and Design Club of Canada, and the Registered Designers of Ontario, which allows students access to industry significant events.</p>	Applied	3 years	One month Unpaid internship

		<p>Professional Accreditation, Endorsement and Recognition</p> <p>This program satisfies the educational requirement necessary for graduates to pursue the Registered Graphic Designer (RGD) designation, the professional standard for the industry.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD) or equivalent, or mature student status • Grade 12 English (ENG4C or ENG4U). • Three Grade 11 or Grade 12 C, U or M courses in addition to those listed above • A good working knowledge of various computer applications • Attendance at an information/interview session, which includes: <ul style="list-style-type: none"> ○ presenting a portfolio of 12-15 pieces of art/design ○ presenting a sketchbook showing rough work, drawing, and process work ○ composing a letter describing why you chose this field. • Applicants will be assessed on overall creativity, ability in drawing, sense of design, creative process (roughs and preliminary drawings), craftsmanship, and comfort level with computer technology. 			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- Humber College's diploma program requires one English and three C, U or M courses for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math. Both programs require an interview/portfolio process.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. Humber College's program offers extensive applied courses and three general education elective courses.
- Humber College offers a 3 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Humber's diploma program has a one month unpaid internship after the final semester of study. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Humber's diploma offers Marketing Strategies in semester 2 and Entrepreneurship in semester 6.
- Research in design and sustainable design are integrated in Conestoga's degree program. They are not evident in Humber's program on the website.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Humber College Institute of Technology & Advanced Learning, Toronto	Bachelor of Applied Arts, Creative Advertising	<p>The advertising industry needs responsive, versatile professionals with strong creative skills. Humber's program is unique in providing creative education for both writers and designers, having them work together on creative teams designing real world solutions for clients of the AdCentre on campus. Our faculty is composed of industry professionals and respected teachers from varied fields of academia. They teach the creative aspects of advertising by way of a theoretical, strategic, and historical perspective. It draws on the constructs and paradigms of fields such as marketing, statistics, sociology, psychology, ethics, literature and research to enrich and extend the understanding of advertising concepts and applications. Students develop and hone their advanced skills using state-of-the-art equipment.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD); • Grade 12U English (ENG 4U) with a minimum grade of 70 per cent. • Five Grade 12 U or M courses in addition to those listed above with a minimum of 65 per cent overall average; <p>This degree can lead to graduate studies or to a broad range of careers in both agencies and corporate settings such as: creative director, art director, media copywriter, website copywriter, interactive art director, direct advertising copywriter, or graphic</p>	Advertising	4 years	One

		designer.			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation
- Humber College's degree program requires five 4U or 4M courses including one English 4U for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English. Conestoga also recommends one 4U Level Math.
- Both degree programs offer a balance of practice and theory plus four breadth electives.

Differences

- Humber College offers a 4 year Bachelor of Applied Arts, Creative Advertising whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Humber's program has one co-op work term. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Humber's degree program offers Principles of Marketing, Business of Advertising, and Professional Practices. The curriculum focuses on creative advertising.
- Research in design and sustainable design are integrated in Conestoga's degree program. Sustainable design is not evident in Humber's program design.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Red River College of Applied Arts, Science and Technology	Advanced Diploma Graphic Design	<p>Graphic Design - Advanced complements the two-year Graphic Design diploma program and focuses on new skill requirements such as advanced computer, marketing and production management. The program has been designed for industry professionals who wish to upgrade their existing skills. Advisory groups of industry experts and College staff have identified five major areas of study: Advanced Communication Design, New Electronic Media, Production Management, Advanced Prepress Production, Advanced Illustration.</p> <ul style="list-style-type: none"> Advanced Communication Design - Students will select a topic in Advanced Communication Design that will form the basis of studies for the year. This is a comprehensive course that will address critical issues in Graphic Design related to the student's personal interests and career goals. Topics may include typographic design, packaging, environmental graphics, identity systems, and exhibit design, to name a few. New Electronic Media - students will select a topic in New Electronic Media that will form the second basis of studies for the year. This is a comprehensive course that will address issues in emerging technology related to the students' personal interests and career goals. Students will produce work in one of two streams: Interactive Multimedia and Animation. Students will use a variety of computer platforms. Production Management - Students will study production management and business practices specific to the graphic 	Applied skills	1 year	Two Mentorship courses

		<p>communications industry. This is a comprehensive course that will address issues in graphic communications production related to the students' personal interests and career goals. Studio and office procedures, quality and production control, and management information systems will be the basis of studies for the year.</p> <ul style="list-style-type: none"> • Advanced Prepress Production - Students will study prepress production theory and develop practical skills needed to function as a prepress specialist in the graphic communications industry. This is a comprehensive course related to the students' personal interests and career goals. Topics will cover production sequence, file management, prepress technology and standards, and various production methodology used by the industry. • Advanced Illustration - The Advanced Illustration option will be devoted to the development of a comprehensive portfolio. The year will focus on a body of work reflective of the individual student's personal interests and career goals. This course will allow for the exploration of drawing and painting techniques, various illustrative media, and different solutions to the illustrative problem. The goal is to allow the student to establish a personal direction as an artist. <p>Entrance Requirements</p> <p>Diploma in Graphic Design from Red River College or equivalent from a recognized school of design. Knowledge of and demonstrated proficiency with computers and a variety of graphics software programs. Recommendation from an industry mentor and/or two references from individuals in the industry who have known and worked with</p>			
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		<p>the applicant and are connected with the direction the student wishes to follow. Participate in an interview. Applicants must bring to the interview a portfolio of work and a document detailing their plans and goals. An entrance test in skills and knowledge (may be required).</p> <p>Articulation Agreements</p> <ul style="list-style-type: none"> • Graduates of this program can receive advanced credit towards the Bachelor of Professional Arts (Communication Studies) at Athabasca University. • Graduates can also receive one year of credit towards a Bachelor of Fine Arts at the University of Manitoba. 			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.

Differences

- Red River College's advanced diploma program requires a Diploma in Graphic Design from a recognized college or school of design for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. Red River College's program offers extensive applied courses and one communications course.
- Red River College offers a 1 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Red River College has two mentorship courses whereby students gain experience in a professional setting. Each course has a 3 credit hour value. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.

- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Red River offers Portfolio Presentation, Mentorship I and II, and Communications 2 (professional communication – written and oral).
- Research in design and sustainable design are integrated in Conestoga's degree program. Not evident in Red River College's website course descriptions.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Sault College of Applied Arts and Technology, Sault Ste. Marie	Advanced Diploma Graphic Design	<p>Design training deals with problem solving. In the Graphic Design Program, you will be provided with theoretical and technical training to give you the tools to develop solutions to visual communication challenges. This program will provide you with a broad range of skills for a career in the printed and electronic communication industry. This includes the areas of advertising, design, illustration, and more. The Graphic Design Program at Sault College pays particular attention to environmental issues surrounding the design field. It is important for Graphic Designers to be aware that their design decisions have a direct impact on environmental concerns especially when decisions regarding paper and printing choices are involved. In addition to an early introduction to both PC and Macintosh computer systems and software, you are provided with a strong foundation in illustration, typography, creative problem solving, and design techniques to create effective visual communications using both traditional and digital technology.</p> <p>In second and third-year, you will solve increasingly complex visual design and production problems using a variety of media and methods. Preparation of designs for reproduction as print-ready artwork is executed using the Macintosh computer. As a second-year student, you will combine type and graphics to build dynamic web pages and animations on the PC, incorporating current industry standard software such as Dreamweaver, Fireworks and Flash. During the third-year fieldwork component, you will be placed into the energetic and unpredictable world of day-to-day design. In addition to allowing you to experience 'real' work environments, field placement will give you the opportunity to develop resume, interview, and portfolio development skills.</p> <p>In the final semester, you will be introduced to the offset printing</p>	Applied	3 years	Fieldwork course

		<p>industry and are given the opportunity to design and print your own self-promotional designs at a printing firm. A highlight of the program is the Graduate Exhibit Show and it runs in the final semester. As part of the graduating class, you will help plan all aspects of the Graduate Show, including promotion and marketing.</p> <p>As a full-time student in Sault College's Graphic Design program, you will automatically be enrolled as a student member of RGD Ontario - the professional body for Graphic Designers in Ontario, allowing you to take advantage of opportunities made available by both RDG and GDC (Graphic Designers of Canada), as well as ICOGRADA (the International Council of Graphic Design Associations).</p> <p>Graphic Design diploma graduates may choose to apply their credits to a Bachelor of Arts in Fine Arts Studies degree. This degree is available through a transfer agreement involving Sault College, Algoma University College in Sault Ste. Marie, Ontario, Canada, and nearby Lake Superior State University in Sault Ste. Marie, Michigan, USA (a drive of about 20 minutes from Sault College).</p> <p>Admission Requirements:</p> <p>Ontario Secondary School diploma with Grade 12 English (C) ENG4C, or mature student status.</p> <p>Qualified applicants will be ranked on a numerical basis according to the following process:</p> <ol style="list-style-type: none"> 1. Complete and submit an art evaluation or portfolio presentation. The assignment will be mailed to each qualified applicant. 2. Complete and submit a short essay. The essay assignment will be mailed to each qualified applicant. 			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- Sault College's diploma program requires one English ENG4C for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. Sault College's program offers extensive applied courses and only two general education courses.
- Sault College offers a 3 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Sault College students take a Field Work course in semester 5. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Sault College offers Professional Practices 2, Design Business in semester 5 and Professional Practices 3, Project Management in semester 6.
- Research in Design and Sustainable Design are integrated in Conestoga's degree program. The Graphic Design Program at Sault College pays particular attention to environmental issues surrounding the design field. Research is not clearly indicated.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Seneca College of Applied Arts and Technology, Toronto	Advanced Diploma Graphic Design	<p>The Graphic Design program focuses on the creative aspects of designing print and web based graphic materials. Attention is paid to applications within the corporate, publications and advertising context. The production of graphic materials via computer-assisted design is also addressed.</p> <p>Students will learn the principles, materials, and skills necessary to bring a design problem to a logical solution. The first year concentrates on developing the students' understanding of design fundamentals. The second and third years provide the opportunity to apply these principles to a variety of design problems. Students in the third year will design materials for print and the web, and will have the opportunity to participate in a field placement.</p> <p>Areas of study include visual design concepts, colour theory, drawing, typography, print production, advertising, corporate design, publications design, and photography. Computer design skills are integrated into various subjects throughout the program. Graduates will be proficient in computer design applications in both the Mac and PC environments.</p> <p>Graduates may find employment within the graphics industry as a graphic and webpage designer, corporate designer, desktop publisher, advertising art director, multimedia developer or print production manager.</p> <p>Affiliations and Associations include: <i>Design Exchange, Graphic Design Education Association, and The Association of Registered Graphic Designers of Canada</i></p>	Applied	3 years	Field placement in semester 6

		Admission Requirements Program Eligibility: <ul style="list-style-type: none"> Ontario Secondary School Diploma with a majority of senior credits at the College Preparation (C), University Preparation (U) or University/College Preparation (M) level Grade 12 English: ENG4(C) or ENG4(U). <p>Portfolio and orientation session is required as well as written tests.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation
- Seneca College's diploma program requires one English for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.

Differences

- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. Seneca College's program offers extensive applied courses and three general education courses.
- Sault College offers a 3 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Sault College students take a Field Placement course in semester 6. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Sault College offers It's Your Business and Professional Practices in semester 6..
- Research in Design and Sustainable Design are integrated in Conestoga's degree program. Not evident in Sault College's website course descriptions.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
St Clair College of Applied Arts and Technology, Windsor	Advanced Diploma Graphic Design	<p>Graphic designers work as an integral part of a creative team to develop a wide range of products, from advertising campaigns in newspapers and magazines, electronic media and outdoor advertising to print communications (brochures, flyers, annual reports, corporate image packages,) and more. Graduates of this program will also have proficiency in web design and illustration capabilities.</p> <p>This program will appeal to students who are competent in drawing and have demonstrated a strong interest in design and illustration. They need the ability to visualize and express concepts based on the clients' needs. This requires creativity and imagination while meeting often tight deadlines.</p> <p>EMPLOYMENT OPPORTUNITIES Graphic design is a global discipline with worldwide employment opportunities. Entry level positions include junior designer, prepress production artist and web designer. Opportunities exist in advertising agencies, graphic design studios, with printers or publishers, with newspapers and doing in-house design. There is also the potential for freelancing and contract work. With experience the designer can become an art director, creative director or production manager.</p> <p>DEGREE COMPLETION Articulation agreement with Athabasca University allows graduates to pursue a Bachelor of Arts degree in Graphic Design. Agreement with Griffith University allows graduates to pursue a Bachelor of Design or a Master of Arts in Visual Arts degree.</p>	Applied	3 years	Work Placement Semester 6

		<p>ADMISSION REQUIREMENTS OSSD with the majority of courses at the College (C), University (U), University/College (M) or Open (O) level qualify for admission to this program.</p> <p>ADDITIONAL REQUIREMENTS: In addition to your OCAS application students will be required to submit an art portfolio. The following information will also be included in your decision letter that you will receive after February 1st.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- St Clair College's diploma program requires OSSD with the majority of courses at C, U, M, or O level for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. St Clair College's program offers extensive applied courses and no general education elective courses.
- St Clair College offers a 3 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- St Clair College has students take a 20 credit Work Placement course in semester 6. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. St Clair offers Entrepreneurship in semester 4, Business of Graphic Design in semester 5 and Project Management in semester 6.
- Research in Design and Sustainable Design are integrated in Conestoga's degree program. Not evident in St Clair College's website course descriptions.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
St Lawrence College, Kingston	Advanced Diploma Graphic Design	<p>This three-year advanced diploma program prepares graduates to become highly skilled professionals in the expanding field of graphic design.</p> <p>Graduates obtain diverse skill sets for the evolving workplaces of the future. Courses combine theory with practical skills, including the principles and practice of graphic design and typography. Complementary studies include design history, photography/digital imaging, drawing, colour theory, illustration, computer-based graphics applications, web design, motion graphics, communications and business courses. Emphasis is placed on core design principles that can be applied to emerging technologies and new media applications.</p> <p>Lectures, projects and in-class critiques stress problem-solving methods to deal effectively with a variety of media. Bright, spacious studios are workplace equipped and furnished and are continually modified and updated. Computer workstations are configured with the latest versions of graphics software including Adobe Illustrator, PhotoShop, InDesign, After Effects, DreamWeaver and Flash.</p> <p>During year three, emphasis is placed on producing a comprehensive design portfolio that demonstrates the student's skills and abilities for employment search purposes. The student will get first-hand professional experience during a field placement in the final semester. The Association of Registered Graphic Designers of Ontario (RGD) automatically certifies our graduates as Provisional Members.</p> <p>Admission Criteria:</p> <p>Ontario Secondary School Diploma or equivalent. The majority of</p>	Design	3 years	Final semester field placement

		Grade 11 and 12 courses must be college or university preparation level. Completion of a course-related Portfolio Assignment and Statement of Intent is required.			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation

Differences

- St Lawrence College's diploma program requires OSSD only for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's degree program offers a balance of practice and theory plus four breadth electives. St Lawrence College's program offers extensive applied courses and four required general education courses (Art History, Basic Photography, Design History I, Entrepreneurship) No electives are offered.
- St Lawrence College offers a 3 year Advanced Diploma in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- St Lawrence College has a Field Placement course in Level 6 that is 2-3 weeks in length. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. St Lawrence offers Entrepreneurship in Level 6.
- Research in design and sustainable design are integrated in Conestoga's degree program. Not evident in St Lawrence College's website course descriptions.

Appendix 15.2: Similar/Related University Programs

Competitive Comparison of University Programs

The following universities appeared on both the University & College Designers Association (UCDA) and the Society of Graphic Designers of Canada (GDC) websites. These thirteen were selected for further research:

2 year Diplomas and 4 year Bachelor Degrees

1. University of Alberta - Bachelor of Design in Visual Communication Design (VCD) OR Industrial Design (ID)
2. Carleton University/Algonquin College (joint) - Bachelor of Information Technology, Interactive Multimedia & Design
3. Concordia University - Bachelor of Fine Arts, Major in Design
4. Emily Carr University of Art + Design - Bachelor of Design, Major in Communication Design
5. University of the Fraser Valley - Graphic Design 2 year Diploma (NEW) and Bachelor of Fine Arts, Major in Visual Arts
6. Kwantlen Polytechnic University – Bachelor of Design, Graphic Design for Marketing
7. Nova Scotia College of Art and Design - Bachelor of Design, Major in Interdisciplinary Design, Minor in Graphic Design or Digital Media
8. Ontario College of Art and Design - Bachelor of Design, Graphic Design or Minor in Graphic Design
9. Thompson Rivers University - Digital Art & Design 2 year Diploma
10. Vancouver Island University - Bachelor of Arts, Major in Graphic Design
11. Mohawk College/Laurier Brantford – Honours BA in Contemporary Studies plus Diploma in Graphic Design Production
12. Wilfred Laurier University - Honours BA Communication Studies or Combined Honours
13. York University/Sheridan College (joint) - Bachelor of Design (Honours)

Ryerson University Bachelor of Technology, Graphics Communication Management has been included in the comparison.

Key Difference

The key difference in Bachelor programs lies in the business-related course offerings. Conestoga College focuses on graphic design and extensive entrepreneurial and business management study within its program. Students graduate with design and management knowledge and skills.

University of Alberta - Bachelor of Design in Visual Communication Design - Business/Marketing Route is similar in design to Conestoga's program. Students who happen to choose this route (one of six being offered) would have a similar experience to Conestoga's students.

Vancouver Island University - Bachelor of Arts, Major in Graphic Design has an optional Management stream that includes business management skills and principles but excludes small business, freelance and new venture development.

Carlton University/Algonquin College Bachelor of Information Technology, Interactive Multimedia & Design, Nova Scotia College of Art and Design - Bachelor of Design, Major in Interdisciplinary Design, Minor in Graphic Design or Digital Media, and Ontario College of Art and Design - Bachelor of Design, Graphic Design or Minor in Graphic Design offer two business-related courses.

Ryerson University Bachelor of Technology, Graphics Communication Management focuses on the business of the Printing Industry. It offers extensive business-related courses but it lacking in graphic design.

York University/Sheridan College (joint) - Bachelor of Design (Honours) offers one elective in Design Management.

Business-related courses at Concordia University - Bachelor of Fine Arts, Major in Design, University of the Fraser Valley - Bachelor of Fine Arts, Major in Visual Arts, and Wilfred Laurier University - Honours BA Communication Studies or Combined Honours, are elective study and are not required for graduation.

Emily Carr University of Art + Design - Bachelor of Design, Major in Communication Design business courses are offered as Continuing Education seminars.

Kwantlen Polytechnic University – Bachelor of Design, Graphic Design for Marketing integrates aspects of marketing throughout its program. Heavier business focus than most of the other colleges.

Mohawk College/Laurier Brantford – Honours BA in Contemporary Studies plus Diploma in Graphic Design Production offers extensive liberal arts study but lacks electives in business-related areas.

Similarities

The internet search of these Canadian institutions identified that almost all of the programs could eventually lead to a career in graphic design with the exceptions of Wilfred Laurier University - Honours BA Communication Studies or Combined Honours and

Ryerson University Bachelor of Technology, Graphics Communication Management. Graduates would require considerable further study.

2 year Diplomas

In addition to its Bachelor of Fine Arts, Major in Visual Arts, the University of the Fraser Valley is offering a new 2 year diploma in Graphic Design. Thompson Rivers University also offers a 2 year diploma in Digital Art & Design.

Summary

Two of the strengths of Conestoga's program are: 1. the integration of business management and entrepreneurial study with the art and application of graphic design and 2. the focus on application through three opportunities for co-op work terms.

The program descriptions were drawn from the colleges' official internet web sites.

The college has on file and available upon request research undertaken to complete Appendix 15.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
University of Alberta	Bachelor of Design in Visual Communication Design (VCD) OR Industrial Design (ID); (General; Printmaking; Business/ Marketing; or Social Sciences route)	<p>The Department of Art and Design is devoted to the study of both the practice and the history and theory of the visual arts and design. Today, it is the only university department in Canada that provides BDes and MDes degrees in Visual Communication Design (VCD) and Industrial Design (ID).</p> <p>The Industrial Design program instructs students in contemporary design processes and methodologies, specialized knowledge and information on computer-aided design, materials and manufacturing technologies, research methods and prototype development.</p> <p>Visual Communications courses focus on design for information, education, instruction and social marketing. Design methods, effectiveness and efficiency are developed hand in hand with technical knowledge and practical applications toward the education of designers able to adapt to different situations and changing environments.</p> <p>In Design studies, the academic programs enlist the active integration of other programs such as Design with Business-Marketing, with Computing Sciences, Engineering, Psychology and Sociology. The Department of Art and Design offers six program routes leading to the degree of Bachelor of Design: the General Route, the Printmaking Route, the</p>	Visual Communications Design and Industrial Design	4 years	2 Practicum opportunities in Year 4 DES 586 (Internships)

		<p>Business/Marketing Route, the Engineering Route, the Computing Science Route, and the Social Sciences Route.</p> <p>General Route: the most flexible route allowing students to select options from various departments in the Faculty of Arts and the Faculty of Science. Students may combine Visual Communication Design and Industrial Design courses with Fine Arts courses.</p> <p>Business Marketing Route: Students combine design courses with the University of Alberta's Faculty of Business courses in economics, accounting and marketing, business practice and consumer studies. As an entrepreneur or employee armed with an understanding of market and consumer behaviors, graduates will be better able to analyze, interpret and strategize for success.</p> <p>Engineering Route: Industrial design students will use the resources of the Faculty of Engineering, to develop a solid framework for combining knowledge of the human factors involved in product design with the expertise of engineers.</p> <p>Printmaking Route: This Route gives you the opportunity to combine the energy and intuitive process of creating fine art in lithography, woodcut, lino-cut and silkscreen with the more structural and logical processes including new photo and digital techniques used by visual communication designers.</p> <p>Computing Science Route: There is a demand for designers who have an understanding of both computing science and the human requirements of</p>			
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		<p>users. The Computing Science Route gives the opportunity to learn the fundamental principles and concepts of computing science and the basic framework that computing scientists and software developers work within.</p> <p>Social Sciences Route: The emphasis on the user of design products has required design thinking to focus increasingly on psychological, social and cultural considerations rather than simply on materials, processes and formal concerns. The Social Sciences Route will attract a theoretically oriented applicant and will contribute to the creation of a new type of designer.</p> <p>In addition, our design programs also draw on the private sector to provide students with practical experiences through a work-placement program.</p> <p>Art and Design grads find careers across a broad spectrum of the cultural sector, becoming art educators, museum curators, graphic designers, furniture designers, advertising agency owners and more.</p> <p>Admissions: Alberta Grade 12 Subjects - English Language Arts 30-1 Choose four of Biology 30; Chemistry 30; Science 30; Pure Mathematics 30 (required for Social Sciences route); Mathematics 31; Physics 30; Social Studies 30 or 30-1; 30-level language; <u>Fine Arts Subject</u> (only one Fine Arts Subject may be presented for admission) Portfolio required. Assessment may include interview.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design. [University of Alberta Visual Communication Design (VCD) graduates are better suited than Industrial Design (ID) graduates.]
- Both programs offer a balance of practice and theory plus general education.

Differences

- University of Alberta requires one Grade 12 English and four others including a choice of maths, sciences, social studies, language and fine arts for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- University of Alberta offers a 4 year Bachelor of Design in Visual Communication Design (VCD) or Industrial Design (ID) whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- University of Alberta offers two Practicum (Internships) opportunities in Year 4; one in term 1 and one in term 2. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. University of Alberta offers the Business/Marketing route which includes Introduction to Microeconomics, Introduction to Accounting, Introduction to Marketing, Consumer Behaviour, Marketing Communications, and New Venture Creation and Organization in lieu of Arts/Sciences electives (one elective remains in the final year)
- Research in design and sustainable design are integrated in Conestoga's degree program. Not evident in University of Alberta's website course descriptions.
- University of Alberta's program offers six routes of study within the Bachelor of Design in Visual Communication Design (VCD) or Industrial Design (ID) programs. Conestoga does not.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Carlton University /Algonquin College (joint)	Bachelor of Information Technology, Interactive Multimedia & Design	<p>The Interactive Multimedia and Design (IMD) program provides multidisciplinary education in diverse, yet connected, subject matter such as: computer animation and video effects, game design and development, virtual reality systems, graphic design, 3D visualization, human computer interaction (HCI) and electronic commerce.</p> <p>The students study courses such as Mathematics I and II, Visual Dynamics, Physics for IT, Computer Programming, Graphic Design, Software Tools, Web Development, Design Studios 1 thru 4, Computer Animation, etc.</p> <p>Admissions:</p> <p>Ontario Secondary School Diploma (OSSD) or equivalent including a minimum of six 4U or 4M courses including 4U English (ENG4U*), one 4U/M Science credit, one Advanced Functions credit (MHF4U*). Recommended courses include Physics (SPH4U*) and Calculus & Vectors (MCV4U*).</p> <p>Transfer of credit prior to admission or Advanced Standing:</p> <p>If a student has taken college- or university-level courses at Carleton, Algonquin or elsewhere before being admitted to BIT, they may apply for credit against these courses toward their BIT degree. Only courses that are substantially and demonstratively the same as courses required for the BIT degree</p>	Digital Multimedia	4 years	<p>Co-op Option:</p> <p>5 work-terms are possible but only 3 co-op terms are required for graduation. Two of the work-terms must be consecutive. Terms are normally 16 weeks in duration</p>

		<p>will be considered for Advanced Standing.</p> <p>A co-op option is available for BIT students in either program. Students interested in co-op must apply before the beginning of their second year, complete COOP1000 prior to their first Work Term, have successfully completed all 1st-year courses with a Major CGPA of 8.0 (B) or higher.</p> <p>Possible careers on graduation include UI Designer /Artist, Gameplay QA, Visual Effects Artist, 2D Graphic Designer, Project Manager, Technical Artist, 3D Artist, Flash Designer, and Graphic Designer.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design. (Carlton University/Algonquin College graduates would be better suited for digital design and effects. Additional education in typography is recommended.)
- Both programs offer a balance of practice and theory plus general education.

Differences

- Carlton University/Algonquin College (joint) requires six 4U or 4M courses including 4U English (ENG4U*), one 4U/M Science, one Advanced Functions (MHF4U*) and recommends Physics (SPH4U*) and Calculus & Vectors (MCV4U*) for admission. Conestoga requires six 4U or 4M courses including one 4U English and recommends one 4U Math.
- Carlton University/Algonquin College (joint) offers a 4 year Bachelor of Information Technology, Interactive Multimedia and Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Carlton University/Algonquin College (joint) offers a Co-op option. Students who choose this option have five co-op opportunities but only three are required for graduation. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.

- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Carlton University/Algonquin College (joint) offers Introduction to Business in Year 2 and Marketing in the IT Sector in Year 3.
- Research in design and sustainable design are integrated in Conestoga's degree program. Not evident in Carlton University/Algonquin College (joint)'s website course descriptions.
- Carlton University/Algonquin College (joint)'s program offers extensive math and programming. Conestoga does not.
- Carlton University/Algonquin College (joint) requires courses to be taken at both campuses.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Concordia University	Bachelor of Fine Arts, Major in Design	<p>Concordia University's Faculty of Fine Arts is unique in Canada. The Performing Arts Division consists of the following: Contemporary Dance, Music, and Theatre. The Visual Arts Division consists of the following: Art Education - Visual Arts, Art History, Cinema, Creative Arts Therapies, Design and Computation Arts, and Studio Arts.</p> <p>The BFA degree normally requires completion of a minimum of 90 credits and may be pursued on a full-time or part-time basis. The course FFAR 250—The Visual and Performing Arts in Canada—is a degree requirement for all programs within the Faculty of Fine Arts.</p> <p>A Major in the faculty is an approved sequence of courses within the required minimum number of credits that consists of a minimum of 48 credits. It provides a solid grounding within a particular field with a moderate degree of specialization.</p> <p>The Department of Design and Computation Arts offers programs that examine the broad vision or culture of design within contemporary society. Digital technologies are integrated into the creative process to enhance strategies for communication, application, representation and dissemination.</p> <p>The Design Major is located primarily within the domains of image, object-making and screen-based media with an emphasis on applications of material, visual and spatial cultural studies. The program recognizes and promotes design as a persuasive form of intervention within the physical and discursive landscape. Students develop a background in the three streams [image/object/multimedia] and then specialize according to their interests and abilities. In both the theoretical and practical considerations of the program, the curriculum integrates creative experimentation in design with societal, ecologically-oriented</p>	Culture of design	4 years	Option: 12 – 17 weeks per term

		<p>and collaborative productions. One off and multiple productions in the areas of print works, web sites, typography, furniture, 3d rapid prototyping, display, web sites and design installations are created.</p> <p>Students are responsible for fulfilling their particular degree requirements of 72 credits for BFA Major in Design.</p> <p>Admissions:</p> <p>There is no specific CEGEP profile required. However, the completion of an arts profile at Cegep will aid applicants in the building of a successful portfolio. All applicants to the Major in Design are required to submit a portfolio and a letter of intent.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.
- Both programs offer a balance of practice and theory plus general education.

Differences

- Concordia University requires no specific CEGEP profile for entrance. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Concordia University offers a 4 year Bachelor of Fine Arts, Major in Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Concordia University offers two Professional Internship courses and a co-op option. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Business-related courses are elective study at Concordia University.
- There are individual research methods courses (Collaborative Design Research and Discursive Design Research) at Concordia University. Environment and sustainability are integrated throughout the Concordia University program as well as individual courses such as Ecology and 3D Design. Conestoga integrates these topics throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Emily Carr University of Art + Design	Bachelor of Design, Major in Communication Design	<p>In this global, post-industrial, information age, Design has evolved into a human-centered practice with concern for real social needs. Our design programs encourage students to be 'Citizen Designers', mindful of the consequences of their design actions.</p> <p>In the 2nd year of the degree, students working toward a major in either Communication Design or Industrial Design work side-by-side in their Core Studios, as they integrate specific Technical Workshops and Critical Studies courses with their studio practice. By the end of this second year, students are equipped to make informed decisions about the focus of their studies in Third Year.</p> <p>Communication Design focuses on developing comprehensible design of messages and experiences. Although the program places emphasis on 2D design concerns - in print or on screen - it allows for students to investigate overlapping areas in 3D as well.</p> <p>The Communication Design program allows students to explore and research cultural, historical, technical, ecological and theoretical issues in which to develop an engaging and relevant design practice.</p> <p>To accomplish this goal, the program provides progressively challenging experiences over the three years of study, beginning with a required mix of core studio and critical studies courses and moving toward an increasingly flexible array of electives by which students can self-select and customize their design education</p> <p>Communication Design offers a variety of study streams, including print design, interactivity, and motion graphics. Within these areas of specialization, students can further refine their interests by focusing on illustration, typography, way finding, information</p>	Communication design	4 years	Option: Part time or full time.

		<p>design, and many other opportunities.</p> <p>Graduates of this program are part of a community of thinkers and makers who are capable of dealing with complex ideas, situations and teams of experts, as well as engaging the very people who use our designs.</p> <p>Artist/Researchers are at the core of the research enterprise at the University. Emily Carr supports and encourages them by organizing research infrastructure, securing research funding, and by disseminating and communicating the results of the research in the broader community.</p> <p>Graduate students as well as undergraduates are involved in research, under the leadership and guidance of faculty supervisors. Directed studies courses are organized for groups of undergraduate students interested in specific research topics, and applied research is a required element of all graduate degrees.</p> <p>Cooperative education is available to third and fourth year undergraduate students. Co-op placements can be part-time or full-time in summer, spring, and fall semesters.</p> <p>Continuation to Year 2 following the Foundation year All applicants are advised that admission to the Foundation year does not guarantee future admission to programs in Animation, Film, Photography or Design. Students wishing to enter these limited enrollment programs must compete for admission at the end of the Foundation year. Students who successfully pass the Foundation year are guaranteed placement in the Visual Arts major.</p> <p>Applicants from Ontario Ontario Secondary School Diploma with a minimum grade point average of 2.5 (C+) calculated on five grade 12 U/M courses including English (ENG4U) with a minimum grade of C. Two of the</p>			
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		other three courses must be chosen from Language Arts, Social Studies, Science or Math. Portfolio, Written Submission Questionnaire, and Personal Resume are required.			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.
- Both programs offer a balance of practice and theory plus general education.

Differences

- Emily Carr University of Art + Design requires five grade 12 U/M courses including English (ENG4U) with a minimum grade of C. Two of the other three courses must be chosen from Language Arts, Social Studies, Science or Math. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Emily Carr University of Art + Design offers a 4 year Bachelor of Design, Major in Communication Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Emily Carr University of Art + Design offers a part time or full time co-op option. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. There are no business-related courses at Emily Carr University of Art + Design except as Continuing Education seminars.
- Research methods are not evident however the environment and sustainability are integrated throughout the Emily Carr University of Art + Design program. Conestoga integrates these topics throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
University of the Fraser Valley	Graphic Design Diploma (NEW)	<p>The new 60-credit Graphic Design Diploma will have a fine arts foundation, and includes a mix of print, web and animation/3D modeling components. The general introductory diploma will equip students with a design sensibility from which they go on to learn about digital design for print and web. The fine arts focus of this diploma is distinctive from other local institutions offering programs that are either print-focused or market-driven.</p> <p>Graduates will have a starting point to ensure the necessary skills for small business or self-employment. Critical and innovative thinkers will be able to transfer their learning to their own professional practice, to the design industry or to further academic programs of study. At UCFV the GD Diploma students can continue into the BGA or the BFA degree. Courses in the diploma will be transferable to programs such as the Media Arts program at ECIAD, and Computational arts at Concordia.</p> <p>To enable students to work toward the Graphic and Digital Design diploma as soon as possible, we recommend taking the following courses that will be transferable into the diploma when it is launched:</p> <ul style="list-style-type: none"> • VA 113 Introduction to Drawing • VA 115 Introduction to Studio I - Material Practices • VA 180 Digital Photography • GD 157 Primary Digital Graphics (Adobe Illustrator) • GD 161 Principles of Graphic Design • GD 258 Graphic Design for the Web • English 105 or higher or Communications 155 <p>Entrance requirements:</p>	Fine Arts	2 years	

		B.C. secondary school graduation or equivalent or minimum age of 19 years of age before the first day of classes. Applicants must satisfy English language policy. Attend orientation session. Submit a 250-word essay on Graphic Design as a career. Submit a portfolio at the time of interview.			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.

Differences

- University of the Fraser Valley requires B.C. secondary school graduation or equivalent for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- Conestoga's program offers a balance of practice and theory plus general education. University of the Fraser Valley offers as optional study History of Posters – The Art of Persuasion, Introduction to Workplace Communications or English.
- University of the Fraser Valley offers a 2 year Graphic Design Diploma (NEW) whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- University of the Fraser Valley does not offer co-op within this diploma program. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. University of the Fraser Valley offers Business Essentials for Graphic Designers.
- Research methods and sustainability for graphic design are not evident in the University of the Fraser Valley program. Conestoga integrates these topics throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
University of the Fraser Valley	Bachelor of Fine Arts, Major in Visual Arts	<p>A teaching university with a focus on excellence, UFV offers 13 bachelor's degrees , one applied master's degree , and more than 80 certificate and diploma programs in applied and academic areas , including trades .</p> <p>The Bachelor of Fine Arts degree can currently only be completed by meeting the requirements of both the BFA and a major in Visual Arts.</p> <p>The 120 credits required consist of:</p> <ul style="list-style-type: none"> • 60 studio credits • 33 arts and lab science credits (This includes a writing requirement, a lab science requirement, a reasoning requirement, and 21 credits in Art History.) • 27 elective credits of university-level coursework at a 100-level or higher. A maximum of six credits may be from visual arts/art history. At least six credits must come from BFA programs or BFA related courses. Students with a UFV Graphic Design diploma will typically be able to apply 30 credits to the BFA. All core courses and breadth courses have to be completed for the BFA. <p>Each Co-op work term is generally four or eight months in length. In addition to specified program courses, three work terms (degree) are normally completed to earn a Co-operative Education designation. This may extend the duration of the program, depending on the number and timing of the work placements.</p> <p>Entrance requirements Option 1: High school (for students with high school graduation only)</p>	Visual Arts	4 years (non co-op option)	Option: 3 terms at 4-8 months in length

		1. B.C. Secondary school graduation or equivalent and, 2. B in English 12, and interview and portfolio required. Option 2: University entrance (For students who have attended some post-secondary school) A UFV Visual Arts, Fashion Design, Graphic Design or Theatre Arts diploma. Applicants must also satisfy English language policy. Portfolio and interview is required.			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.
- Both programs allow a few students to bridge into upper years.
- Both programs offer a balance of practice and theory plus general education although University of the Fraser Valley offers more art history courses.

Differences

- University of the Fraser Valley requires B.C. Secondary school graduation or equivalent and a B in English 12 for admissions. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math.
- University of the Fraser Valley offers a 4 year Bachelor of Fine Arts, Major in Visual Arts whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- University of the Fraser Valley offers a co-op option of three terms at 4-8 months in length. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Any business-related study at University of the Fraser Valley would be as elective coursework.
- Research methods and sustainability for graphic design are not evident in the University of the Fraser Valley course descriptions on the website. Conestoga integrates these topics throughout the degree program.

NOTE: The University of the Fraser Valley website indicates the offering of a BA Minor in Graphic Design and a BA Extended Minor in Graphic Design but the program information was not posted at the time of research.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Kwantlen Polytechnic University	Bachelor of Design, Graphic Design for Marketing	<p>The Graphic Design for Marketing (GDMA) program has worked closely with industry to design a curriculum that meets the needs of the marketplace. GDMA graduates graphic designers who have well-developed design skills, understand the connection between design and marketing, and have a wide range of complementary and interdisciplinary knowledge and abilities.</p> <p>Students in the GDMA degree program will develop knowledge, skills and abilities from learning domains as diverse as graphic design process, marketing, and business; media, technology, and production; conceptual development and image development; and an understanding of the social, cultural, and historical contexts of graphic design. They will be skilled in applying design theory and processes, with an emphasis on critical thinking and creative problem solving, and will be able to originate and produce marketing and promotional concepts for a wide range of products and services, including the promotion of corporate, institutional, and social initiatives.</p> <p>The program works closely with the graphic design community and its professional associations in order to ensure students develop career readiness and graduate with the best possible chance for success as employed or self-employed practitioners.</p> <p>The Bachelor of Design in Graphic Design for Marketing (GDMA) program consists of 120 credits, organized into eight semesters, over a four-year period.</p> <p>Applicants must also meet one of the following admission requirements that are specific to the GDMA:</p> <p>English 12 with a minimum B</p>	Graphic Design and Marketing	4 years	

		<p>C or higher in any one of the following: ENGL 1100 or ENGQ 1099 or ENGL 1099 or ABEE 0091 or ABEE 0092 or PSPE 1091 or ENGP 1091 or ABEE 0097 or PSPE 1097 or ENGP 1097</p> <p>B or higher in ELST 0381 and ELST 0383</p> <p>Kwantlen English Placement Test, with a recommendation to ENGL 1100</p> <p>LPI with an Essay score of 30 or higher</p> <p>Equivalent English course completed and transferred from another post secondary institution</p> <p>Applicants who have submitted the required documentation and met Kwantlen's general admission requirements will be notified by for portfolio review and interview sessions.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.
- Both programs allow a few students to bridge into upper years.

Differences

- Kwantlen requires English 12 with a minimum B plus a minimum C in one of ENGL 1100, ENGQ 1099, ENGL 1099, ABEE 0091, ABEE 0092, PSPE 1091, ENGP 1091, ABEE 0097, PSPE 1097 or ENGP 1097 and a B or higher in ELST 0381 and ELST 0383 for admissions. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math. Applicants below 65% will not be admitted.
- Although both programs offer a balance of practice and theory plus general education, Kwantlen has only two liberal arts electives whereas Conestoga's program offers four electives.
- Kwantlen offers a 4 year Bachelor of Design, Graphic Design for Marketing (GDMA) whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.

- Currently Kwantlen does not offer co-op within this particular program but offers GDMA4230, a mentorship placement in a professional advertising, design or marketing environment. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Kwantlen offers Introduction to Marketing and Small Business Essentials. Aspects of marketing are integrated throughout its program.
- Research methods for graphic design are integrated in the Kwantlen program. Sustainable graphic design is a topic within Contemporary Issues in Graphic Design course. Conestoga integrates these topics throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Nova Scotia College of Art and Design	Bachelor of Design, Major in Interdisciplinary Design, Minor in Graphic Design or Digital Media	<p>The Bachelor of Design requires eight semesters of study beginning with two semesters of Foundation studies. Design includes interdisciplinary design, graphic design, digital design, and product design.</p> <p>NSCAD's design programs teach students to communicate and solve problems across a broad range of media. Students develop a well-rounded approach to design in fields ranging from print design to product development, from interactive media to information architecture. Design courses involve the application of practical skills, such as photography and drawing, to the solution of challenging problems, as well as academic skills including research, design theory and history.</p> <p>As the discipline of design exerts a greater influence on our lives, designers find themselves working closely with other professionals, in fields such as marketing, software development, engineering and education. NSCAD's design programs equip students with the skills and knowledge to participate in all aspects of the practice of design.</p> <p>The Bachelor of Design, Major in Interdisciplinary Design courses allow students to explore a diverse range of design concerns from an interdisciplinary approach. These courses cover a wide area, including Visual Communication and Illustration, Product, and Interactive Design.</p> <p>Visual communication is the visual presentation and communication of ideas. Courses in this discipline involve</p>	Interdisciplinary design	4 years	Practicum and internship opportunity

	<p>semiotics, graphic design, typography, illustration and photography.</p> <p>Courses in Interactive Design and animation enable students to explore and manipulate visual forms in the digital environment.</p> <p>Product Design courses concentrate on the design methodologies and technologies around the production of physical artifacts.</p> <p>The Major is an open entry program, and students admitted to the University are automatically eligible to enter the Major program, provided that they meet degree requirements and maintain satisfactory academic standing. Continuation into the Major in Interdisciplinary Design requires the completion of the courses listed immediately below.</p> <p>Bachelor of Design Degree Requirements:</p> <table><tr><td>Studio credits</td><td>90</td></tr><tr><td>Liberal arts and science credits</td><td>30</td></tr><tr><td>Open credits</td><td>0</td></tr><tr><td>Total credits required</td><td>120</td></tr></table> <p>In addition to their Major area, students may take a Minor in an approved subject such as Graphic Design or Digital Media. It may be necessary to complete more than 120 credits to meet both the Major and Minor requirements.</p> <p>The Design Division offers general studio space to first and second-year students. Students in years 3 and 4 of the BDes and MDes students have access to secure 24-hour studios with individual workstations and wifi internet. The Multimedia Centre and the Design Print shop are service centres for all</p>	Studio credits	90	Liberal arts and science credits	30	Open credits	0	Total credits required	120			
Studio credits	90											
Liberal arts and science credits	30											
Open credits	0											
Total credits required	120											

		<p>design students. Fabrication facilities, including metal shop, wood shop and rapid prototyping (3D printer) are available at the Port Campus.</p> <p>Admissions: All high school applicants must have completed Grade 12 (or the highest grade level required for secondary graduation) with an average of 65% or higher including a minimum grade of 70% in Grade 12 English. Ontario high school applicants must have completed grade 12 with an overall average of 65% or higher including any combination of 6 OCA, Grade 12 U (university), or 12 M (university/college) courses including a minimum grade of 70% in a Grade 12 U or OAC English. Applicants are asked to state in a brief essay of one typed page their reasons for wanting to attend NSCAD University. Visual submissions are required for all applicants.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.
- Both programs allow a few students to bridge into upper years.

Differences

- NSCAD requires six 4U or 4M courses with an overall average of 65% including 4U English with 70% for admissions. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math. Applicants below 65% will not be admitted.
- Although both programs offer a balance of practice and theory plus general education, NSCAD has a more extensive menu of art history and criticism and drawing courses.
- Both programs have outstanding faculty, small classes, and up-to-date facilities although NSCAD studios appear to be superior.

- NSCAD offers a 4 year Bachelor of Design, Major in Interdisciplinary Design (with a possible Minor in Graphic Design or Digital Media) whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- NSCAD does not offer co-op but has several Practicum opportunities in design and art education. NSCAD also has internship opportunities as an art gallery assistant or in publications. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. NSCAD offers two business-related courses CRFT3500 (studio) Applied Entrepreneurship for Visual Arts (incl. exhibitions, trade shows, blogging) and CMDS4200 (liberal arts) Design Management Seminar (working on large projects).
- Research methods for Graphic Design are individual courses that students may choose to take in the NSCAD program including six World Travel Research and Studio Project courses. Sustainability in design is offered under Product Design as DSGN Studio 3: Ecologically-Centered Product Design. Conestoga integrates these topics throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Ontario College of Art and Design	<p>Bachelor of Design, Graphic Design</p> <p>OR</p> <p>Minor in Graphic Design</p>	<p>The Faculty of Design offers the Bachelor of Design degree with programs in Advertising, Environmental Design, Graphic Design, Illustration, Industrial Design and Material Art & Design. BDes students must complete Liberal Studies courses in Humanities, Social Science, and Science/Technology/Mathematics as part of their Design program.</p> <p>First-year students study a common base of design knowledge, skills and processes with an emphasis on concept development and investigation.</p> <p>The “Design and Humanity” philosophy is prevalent amongst all design programs and reinforced through a spine of design process courses entitled Think Tank 1: Awareness, Think Tank 2: Consideration and Think Tank 3: Action which are open to Design students from all disciplines, and which encourage research, discussion, collaboration, strategy development and material solutions.</p> <p>Expansion studios allow students to pursue breadth and depth of knowledge in all programs through a variety of selective course offerings beginning in the third year. Students may elect to do introductory courses that expand their knowledge into other program areas, or they may choose to take courses in one area for more focused study. These expansion studios allow our students to take multiple pathways through the curriculum to complete their programs.</p> <p>Throughout OCAD, in both Art, Design and Liberal Studies optional minor programs have been developed. Students may declare a minor in Furniture, Graphic Design, Sustainability, Photography or Material Art & Design, etc.</p>	Design process	4 years	Internship of 60 work hours

		<p>Core studios form the essential spine of every program and include Branding, Editorial & Publication Design, Guerrilla Entrepreneurism, Interactive Communication, Motion Graphics, Packaging Design, Typeface Design and Wayfinding/Information Systems. In fourth year, students develop a focused year-long project, reflecting their personal interest and values. A strong liberal studies complement augments and supports specific program knowledge.</p> <p>The Graphic Design curriculum has a strong focus on design process, typography, image making and strategic thinking. Students discover the larger impact of graphic design in the context of cultural and societal issues.</p> <p>Students work closely with practicing graphic designers and visiting professionals and complete projects covering a wide range of issues and applications. They are introduced to the principles of business and entrepreneurship necessary for success in the field of design.</p> <p>A mandatory laptop program enhances learning and helps develop essential skills.</p> <p>Admission:</p> <p>Ontario Secondary School Diploma, (OSSD) including six Grade 12 U or M courses with a minimum overall academic average of 70%, including one Grade 12 U English (ENG4U) with a minimum final grade of 70%. Although the primary criterion for admission to OCAD is a portfolio assessment, strong academic skills are essential for overall success.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation.

- Both programs offer a balance of practice and theory plus general education.
- Both programs have outstanding faculty, small classes, and up-to-date facilities.

Differences

- Both programs have similar admission requirements although OCAD requires 70% whereas Conestoga requires 65%.
- OCAD offers a 4 year Bachelor of Design, Graphic Design (or a Minor in Graphic Design) whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- OCAD offers a 60 hour internship in fourth year. (Note: In their Strategic Plan 2006 – 2012, they plan to begin offering Co-op work terms in 2012). Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. OCAD offers two Expansion Studios in Guerilla Entrepreneurism (self publishing and production), Business and Studio Practice (focus on new and anticipated studio and freelance structures).
- Research Methodologies for Graphic Design 1 and 2 are individual courses that students are required to take in the OCAD program. Sustainability in Design is currently under development as a Minor. Conestoga integrates these topics throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Ryerson University	Bachelor of Technology, Graphic Communications Management (optional minor in Marketing OR Entrepreneurship)	<p>The four-year degree program at Ryerson provides a comprehensive theoretical grounding in printing technologies and valuable business skills. Graduates of the program are highly skilled professionals who enter the business world fully prepared to adapt and respond to the multifaceted field of the printing industries.</p> <p>The presentation of ideas as printed words and images has had a global impact on communication – accelerating the mass dissemination of knowledge and information. Graphic communications is a dramatic force shaping our lives. Leading computer technology has moved ahead at an amazing rate, changing the way we receive and process information in all aspects of life. The Printing Industry has been at the forefront of this revolution. Today, virtually all prepress production is computerized. Computer-to-plate systems have become the norm replacing traditional methods employing art boards and film. Digital files are transmitted from client to printer. The files can be prepared for printing or repurposed for other media such as inclusion in Internet web pages. CD-ROM publishing and multimedia output are now part of the services offered by many Canadian printers. Each stage - film or digital information, plate making, printing and bindery - affects the outcome of the final product. Specialists with a complete understanding of business, management, and graphic communications technology, manage and co-ordinate each of these stages and, ultimately, ensure the success of every project.</p>	Business for the printing industry	4 years	Paid internship

		<p>Graduates are eligible for careers as estimating managers, expeditors, production controllers, print buyers , and sales managers in companies such as commercial printers, book manufacturers, prepress service providers, publication printers, paper/box/bag manufacturers, and industry suppliers.</p> <p>In the first three years, you gain a firm grasp of the printing technologies and business management. In the classroom and laboratory you study the elements of electronic pre media technology (typography, colour and page assembly), electronic imaging, digital workflow, the printing processes, finishing methods, as well as quality control. Courses in graphic communications management, sales and cost estimating round out the core studies. You acquire valuable business skills through courses in accounting, marketing, communication, and management. In fourth year, you prepare an in-depth business plan for a new manufacturing business that applies sound business practices to a real-life scenario and create a working financial model for future use.</p> <p>We are a business program focused on the Printing Industry</p> <p>Academic Requirements</p> <p>Ontario Secondary School Diploma (OSSD) <u>or equivalent</u> with a minimum of six Grade 12 U or M courses including the following program specific requirements (a minimum grade of 60% is required in each unless a higher grade is indicated; a minimum overall average of 70% establishes eligibility for</p>			
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		<p>admission consideration; subject to competition individual programs may require higher pre-requisite grades and/or higher overall averages):</p> <ul style="list-style-type: none"> • English/Anglais • Grade 11 U or M or Grade 12 U Mathematics (one of: MCF3M, MCR3U, MHF4U, MCV4U, MDM4U) • Recommended: Grade 12 M Principles of Financial Accounting (BAT4M) 			
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Analysis of Similarities and Differences

Similarities

- Both programs offer an education including graphic arts and business courses.

Differences

- Only Conestoga's program includes content that could lead to a career in Graphic Design and R.G.D. designation. Ryerson's program focuses on the business aspects of the print industries, the management of graphic communications.
- Ryerson requires one 4U/M English and one 3U/M or 4U/M math and specifically recommends Principles of Financial Accounting. Conestoga requires one 4 U Level English and recommends one 4U Level Math.
- Ryerson offers a 4 year Bachelor of Technology, Graphic Communications Management whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Ryerson offers a paid internship between third and fourth year. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Ryerson considers this to be "a business program focused on the Printing Industry". Therefore business courses include Introduction to Business, Introduction to Management, Marketing I, Introductory Financial Accounting, Introductory Management Accounting, Printing Processes and Quality Control, Marketing Research, Management Studies, Estimating in the Graphic

Arts, Manufacturing Management for Graphic Arts, Selling in the Graphic Arts, Management of Advanced Technology, and Management of Electronic Imaging.

- Research in design and sustainability in design is not evident in Ryerson's program. Students take a course in Marketing Research in second year. Conestoga integrates research and sustainability throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Thompson Rivers University	Diploma in Digital Art & Design	<p>The School of Advanced Technologies and Mathematics provides instruction ranging from the very applied to the quite theoretical or academic. The Digital Art & Design two-year diploma program is concerned with investigating and developing the processes and applications of computer generated illustration and graphic design.</p> <p>The primary objectives of the Digital Art & Design (DAAD) Program are: preparation for employment in the diverse field of computer graphics and multimedia, while exposing students to a variety of computer graphic software applications; and the development of sound visual communications and problem solving skills.</p> <p>The two-year diploma requires students to enter the DAAD program for both years of study. Students will be offered a mix of Digital Art & Design, Fine Arts, English, and Management courses. The program has been revised in response to industry, program advisory committee, graduate and student demand. These changes have resulted in a much stronger and unified program.</p> <p>The Digital Art and Design program is currently focused on the following areas: Graphic Development and Illustration, Desktop Publishing, Digital Prepress and Print-based Communication, Multimedia, Online Publishing, and Web Animation.</p> <p>Educational Requirements:</p> <p>B.C. Grade 12 or equivalent</p> <p>73% on combined English 12 and Government Exam (within the last 5 years.) or, Level 4 on the composition section of the L.P.I. (within the last 2 years.) or, completion of English 060. or, completion of CESL</p>	Applied	2 years	

		<p>053 and 054 with B- or better.</p> <p>Applicants with <i>no computing experience</i> must complete COMP 050 or an operating systems course or equivalent.</p> <p>Qualified applicants will be required to submit an Art Portfolio of 10 previous art and/or design works (can be in original, slide, photographic or electronic form). Submit a "statement of intent" with your portfolio (describe the role of the DAAD program in your overall career objectives).</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.

Differences

- Conestoga offers a balance of practice and theory plus general education. Thompson Rivers University education focuses on computer generated art and design.
- Thompson Rivers University admission requirements include B.C. Grade 12 or equivalent plus 73% in English 12 and computing experience. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math. Applicants below 65% will not be admitted.
- Thompson Rivers University offers a 2 year Diploma in Digital Art & Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Thompson Rivers University does not offer a Co-op Work term. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Thompson Rivers University program offers two courses -Project Management and Client Contact, and Introduction to Marketing.
- Thompson Rivers University program does not specify sustainable or environmental design. Conestoga integrates environmental and sustainable topics throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Vancouver Island University	Bachelor of Arts, Major in Graphic Design	<p>The BA Major in Graphic Design is intended for students who wish to pursue a professional career in the creative discipline of digital and print Graphic Design.</p> <p>This degree program is hands-on and rich in applied elements and simulations of real employment-type learning to prepare students for the evolving requirements of the Graphic Design and Digital Visual Communication Industry. The degree also promotes the skills associated with Bachelor of Arts programs, including analytical and critical thinking skills, solid oral and written communication skills, and general flexibility and adaptability. Students will develop awareness of social responsibility, ethics, cultural contexts and global communications considerations.</p> <p>An optional Management stream of study is also offered. Students who wish to enroll in the BA Graphic Design Management Stream must notify the department at the time of application and must fulfill the requirements for Management courses including mathematics prerequisites. Management Stream students must take the same core courses defined in the General Graphic Design Stream.</p> <p>Students have the option to complete a practicum or work placement in the final year.</p> <p>The program will build on a solid foundation of general skills at the first-year level. Second-year courses will require that students apply and expand upon foundational skills in more detailed and specific sub-fields. Upper-level courses in the degree will explore problem-solving, research, creative exploration, innovation and cultural and contextual issues at a deeper and more complex level. Students must take 24 credits of electives and may select both employment-oriented and</p>	Digital and print graphic design	4 years	Optional practicum or work placement in final year

		<p>academic electives such as Art History, Management, Marketing, Media Studies, Sociology, Video, etc.</p> <p>Students must fulfill the university's BA requirements. To meet the requirements for the BA, Major in Graphic Design, all students must complete 123 credits over 4 years as specified in the matrix. The program consists of 78 credits of required Graphic Design courses, 15 credits of required Digital Media courses, 6 required credits of English , and 24 non-Graphic Design elective credits (normally 8 courses), to ensure breadth of experience and knowledge.</p> <p>Admission: Grade 12 graduation and English 12 with a minimum grade of "C". Note that for students taking the Management Stream, Principles of Math 11 with a minimum grade of "C+", or Principles or Applications of Math 12 with a minimum grade of "C" may be required.</p> <p>All students seeking enrolment in the Bachelor of Arts, Major in Graphic Design program must have an interview with the Faculty Selection Committee prior to admission and bring a 100-300 word written statement on reasons and goals for seeking enrolment in the program and indicating research about the profession, a resume including two references, and a portfolio demonstrating aptitude .</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.
- Both programs offer a balance of practice and theory plus general education.

Differences

- Vancouver Island University requires Grade 12 graduation and English 12 with a grade of C. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math. Applicants below 65% will not be admitted.

- Vancouver Island University offers a 4 year Bachelor of Arts with a major in Graphic Design whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Vancouver Island University offers an optional practicum or work placement in the final year. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Vancouver Island University offers an optional Management stream which includes the courses Principles of Management, Organizational Behaviour, Entre/Intrapreneurship and one of Management Skills I, or Introduction to E-Management, or Human Resource Management, or Negotiations and four other electives.
- Environmental Design is an individual course that students may choose in the Vancouver Island University program. Conestoga integrates environmental and sustainable topics throughout the degree program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Laurier Brantford (WLU)/ Mohawk College of Applied Arts and Technology, Brantford	Contemporary Studies/Graphic Design Program: Diploma in Graphics Design Production and an Honours Bachelor of Arts in Contemporary Studies	<p>Graphic Design Production – Creative OR Graphic Design Production – Digital</p> <p><i>Option A: Bachelor of Arts Degree – Students are able to continue their studies in the “Two by Four” Program, and in addition to their diploma they can obtain their degree which creates many more educational and employment opportunities.</i></p> <p>Graduate with both a bachelor of arts degree and a graphic design diploma. The Contemporary Studies/Graphic Design program involves two years of study at Laurier Brantford (an affiliated college of Wilfrid Laurier University located in Brantford, Ontario), and two years of study at Mohawk College, Brantford.</p> <p>To earn your bachelor of arts degree at Laurier, you will develop the skills and knowledge needed to understand the world today. Your studies will include regional issues, environmental concerns, contemporary culture, the workings of science and information literacy. You will develop the ability to write and communicate effectively, to problem solve, and to collect, assess and analyze information.</p> <p>To earn your Graphic Design Creative (or Digital) Diploma at Mohawk, you will develop skills and knowledge in design, layout, vector graphics, illustration, and electronic prepress.</p> <p>You can begin your studies at either institution, by applying in the normal manner to the one of your choice. You must</p>	Liberal studies and design	2 years plus 2 years	Option for summer co-op after year 2 and year 3. Highly competitive.

		<p>complete your initial program with a B average or higher.</p> <p>Successful graduates of the Contemporary Studies/Graphic Design program have the potential to pursue their careers in advertising agencies, marketing agencies, art studios, photography studios, publishing firms, electronic publishing companies, and associated print and design industry firms as well as their own freelance enterprises.</p> <p>Co-op Requirements for WLU: Co-op at Laurier is popular with students, and the admission process is competitive for limited-enrolment programs. Applicants who meet the grade requirements will be invited to an admission interview. (Applicants to Arts Co-op need an overall GPA of at least 7.0 in first year, or a GPA of at least 7.0 in their honours discipline courses and at least 6.5 overall, to be granted an admission interview.) When making admission decisions, co-op co-ordinators will consider applicants' marks, recent work experience, recent volunteer and extracurricular activities, and performance in an interview. Undergraduate applicants will learn whether they will be offered admission in the fall term of their second year.</p> <p>Admission Requirements: An Ontario Secondary School Diploma (OSSD) or equivalent, with the following program-specific requirements – English: grade 12, general or advanced, C or U. Mature applicants will be considered on an individual basis.</p> <p>Laurier Brantford: Students combining honours disciplines with secondary programs must meet all requirements for the combined honours program, General Contemporary Studies, option or minor, must be fulfilled. The student must achieve a</p>			
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		cumulative <u>GPA</u> of at least 4.5 on all courses of the minor subject. If an option or minor requires a higher GPA, that GPA applies.			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design.
- Both programs offer a balance of practice and theory. Mohawk College/Laurier Brantford's program requires attending two campuses consecutively.

Differences

- Mohawk College/Laurier Brantford's program requires OSSD and one U or C Level English for admission. Conestoga requires six 4U or 4M courses including one 4 U Level English and recommends one 4U Level Math. Applicants below 65% will not be admitted.
- Mohawk College/Laurier Brantford offers a "Two by Four" Contemporary Studies/Graphic Design program that provides a Diploma in Graphics Design Production and an Honours Bachelor of Arts in Contemporary Studies whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Laurier Brantford has Co-op available to Honours Arts students in the summer semesters of Years 2 and 3 but it is highly competitive and only available to students with a 7.0 GPA. It is not clear if students in the "Two by Four" Contemporary Studies/Graphic Design program are eligible as they do not attend classes at Laurier for four years. Conestoga's degree includes two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's degree program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Mohawk College offers one Career Education course while Laurier Brantford offers an extensive variety of courses in culture, society and values, skills, and regional and world issues but lists "Blending Economic Theory and Law: Money, Markets and Justice" as the only business-related choice.
- Research in design and sustainable design are integrated in Conestoga's degree program. Not evident in Mohawk College/Laurier Brantford's website course descriptions. Laurier Brantford lists "Social Science Research Methods I" and "Reasoning and Argumentation" as choices within its Contemporary Studies program.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
Wilfrid Laurier University	Honours BA Communication Studies OR Combined Honours	<p>Communication Studies is an interdisciplinary program that draws from and combines an array of disciplinary backgrounds such as English, Film Studies, Anthropology, Political Science, Psychology, and Sociology. This interdisciplinary approach allows students and faculty alike to draw on a variety of approaches, theories, methods and other resources for analyzing communication in social, economic, political and cultural environments that are rapidly changing and becoming increasingly complex.</p> <p>Students in the program take courses from the Communication Studies Core, as well as Elective courses, including courses from other disciplines, such as psychology, English, business, philosophy, and geography. The program is designed to allow students to customize their education to match personal interests and career plans, permitting them to keep pace with rapid changes in the field. There is also a co-op option that allows eligible students to work in communications-related summer jobs.</p> <p>Though the program is designed to give students a marketable knowledge of mass media, it does not give specific career training for broadcasting</p>	Communication studies and cultural theory	4 years	Co-op option: Co-op students in Arts complete two work terms which normally take place in the summer following their second and third years. Students apply for Arts Co-op in the winter term of their first year.

		<p>or journalism. Graduates of Communication Studies have found careers in publishing, public relations and marketing. Some have proceeded to graduate studies in business, journalism, and other areas.</p> <p>The Honours Communication Studies program consists of 20.0 credits, of which a maximum of 12.0 credits may be in Communication Studies courses and a maximum of 6.0 credits may be at the 100 level. The program must include at least 7.5 credits from the Communication Studies Core Courses, plus one credit from each area - Visual Communication, Global Communication and Media, and Communication History and Theory. 2.5 credits must come from the CS Program Electives offered in anthropology, business, cultural studies, etc.</p> <p>Admission:</p> <p>A minimum of 6 Grade 12U and/or Grade 12M (U/C) courses are required for admission. Laurier will use the top 6 grades from these courses when calculating the admission average, unless otherwise noted. One of ENG4U, ETS4U or EWC4U (minimum 60%)</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs offer individual courses in media and marketing-related topics from a historical, theoretical, cultural approach.
- Both programs have similar admission requirements.

Differences

- Wilfrid Laurier University's program does not include required education that could lead directly to a career in Graphic Design. Further study is necessary.
- Conestoga's program offers a balance of practice and theory plus general education.
- Conestoga's program has small classes, and up-to-date graphic design facilities.
- Wilfrid Laurier University offers a 4 year Honours Bachelor of Arts Communication Studies (or Combined Honours) whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.
- Wilfrid Laurier University offers a Co-op Option for which students must apply in the winter term of their first year. Co-op students are required to complete two work terms which normally take place in the summer following their second and third years. Conestoga's co-op is integrated in the program as two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including nine courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. Wilfrid Laurier University offers six elective courses such as Organizational Behaviour, Introduction to Marketing, Management Skills, Interpersonal Communication, Introduction to Marketing Management, and Marketing Communication, of which a maximum of 1.5 credits (3 courses) are allowed.

School	Program Name	Program Description	Major Focus	Years of Study	Co-op Work Terms
York University / Sheridan College (joint)	Bachelor of Design (Honours)	<p>The York/Sheridan Joint Program in Design (YSDN) is the first and largest Bachelor of Design (BDes) program in Ontario.</p> <p>The curriculum reflects the distinct practical, research and theoretical needs of the design profession. It provides a comprehensive education within the ever-expanding discipline of graphic design. Courses in design studies provide an integrated approach to the history, research and theory, management and critical issues of design. All liberal arts courses, whether humanities, social sciences, or natural sciences are taken at York University. YSDN students have access to a broad range of courses at York such as philosophy, women's studies, literature, film theory, art history and gender studies, among many other disciplines.</p> <p>Students benefit from outstanding faculty, small classes, up-to-date facilities and dedicated technical support. Between third and fourth year, an internship program enables students to gain experience in a professional design firm. Students cap their final year by organizing and exhibiting their work in a graduation show in downtown Toronto.</p> <p>All Design students will complete 120 credits as follows:</p> <ul style="list-style-type: none"> • 18 credits - General Education (6 Humanities, 6 Social Science, 6 Natural Science) • 12 credits - Fine Arts Electives (non-YSDN) • 12 credits - Free electives (can be YSDN) • 24 credits - Design Studies • 54 credits - Design Practicum <p>Including</p>	Theory and Practice	4 years	3 week internship

		<p>Arts + Ideas (FACS 1900 6.0) - counted as either a Fine Arts elective or Humanities.</p> <p>Admission:</p> <p>Based on both academic and creative criteria as demonstrated by grade point average, a portfolio and an interview.</p> <p>Completion of the Ontario Secondary School Diploma (OSSD) or equivalent, including a minimum of six Grade 12 U or M courses including Grade 12 U English and at least one Grade 12 U or M course from the following areas: Canadian & World Studies, Classical & International Languages, French or Mathematics.</p> <p>Grades comprise 50% of the final decision as to acceptance of an applicant; the portfolio interview score comprises the remaining 50%. Historically, preference is given to students with a high school average of 80% or better depending on the quality of the applicant pool.</p> <p>Historically, about 500 of the best applicants are interviewed and 120 students are accepted plus about 5-10 students added to second and third year studies.</p>			
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Analysis of Similarities and Differences

Similarities

- Both programs include content that could lead to a career in Graphic Design and R.G.D. designation.
- Both programs offer a balance of practice and theory plus general education.
- Both programs have outstanding faculty, small classes, and up-to-date facilities.
- Both programs have similar admission requirements and allow a few students to bridge into upper years.

Differences

- York University / Sheridan College (joint) offers a 4 year Bachelor of Design (Honours) whereas Conestoga offers a 4 year Bachelor of Design & Entrepreneurship.

- York University/Sheridan College (joint) offers a three week internship in third year. Conestoga offers two co-op work term opportunities (14 weeks per work term); one work term in graphic design is required for graduation.
- Conestoga College's program requires extensive entrepreneurial study including courses such as Small Business Management, Organizational Behaviour, Entrepreneurship and New Venture Development, and Marketing. York University / Sheridan College (joint) offers one elective course in Design Management.
- Research in Design and Sustainable Design are individual courses that students may choose in the York University / Sheridan College (joint) program. Conestoga integrates these topics throughout the degree program.
- York University / Sheridan College (joint) require courses to be taken at both campuses. Students travel via shuttle-bus between York and Sheridan.



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Bachelor of Design & Entrepreneurship