



RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

Graphic Design Program

Curriculum Validation – Program Renewal

Final Report August 2013

Submitted to:

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Representatives From the Community

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Graphic Design Curriculum Validation - Program Renewal Final Report

Introduction

The Graphic Design (GD) program is a two-year diploma program that develops students' knowledge, skills, and abilities required to function successfully in the graphic design sector. The program provides students with a broad spectrum of graphic design education and training.

In 2012, the Dean of Business and Applied Arts Graham Thompson, and Chair of Creative Arts Larry Partap requested Program and Curriculum Development complete a Program Renewal to address changes in the graphic design sector since the program's last review, a Face Validation, in 2003-2004.

The intent of the Program Renewal process at Red River College (RRC) is to analyze the current program status and to chart a plan for renewal. The process uses a structured format identifying current expectations of employers, a gap analysis of current courses, a profile of the graduate, a description of the vision for a desired future state, and a 5 year renewal plan to create the future program.

The project team consisted of Chair Larry Partap and Program Coordinator Diane Livingston, along with Curriculum Consultant Craig Edwards from RRC's Program and Curriculum Development (PCD). The team met in September 2012 to determine the project plan and map out a timeline for a June 2013 completion. Larry Partap contracted instructor, Arlene Petkau, as the Curriculum Validation Facilitator for the Program Renewal. Larry's involvement ended in January 2013 upon his retirement. He was replaced as Chair by Susan Andree, previously Program Manager, Applied Arts and Communications, with RRC's School of Continuing Education. In addition, Lorna Smith also joined the project team in January 2013 as a new curriculum consultant in the Program and Curriculum Development office.

Curriculum Validation Deliverables

The Graphic Design Curriculum Validation-Program Renewal process involved 7 interrelated deliverables:

1. Environmental Scan and Analysis of the key findings of similar programs across Canada
2. Industry Occupational Analysis (DACUM)
3. Graduate Skills and Abilities and Gap Analysis Chart
4. Graduate Profile
5. Program Renewal Plan
6. A 5 Year Program Renewal Plan in Gantt Chart Format
7. Final Report

Outcomes from the Deliverables

Environmental Scan and Key Findings (Appendix A)

The Environmental Scan provides the faculty and chair with information about similar programs that are offered in local and national colleges and universities. Curriculum Validation Facilitator, Arlene Petkau, conducted research on similar programs to identify trends influencing development and direction. The information, collected through websites and personal contact by email, and telephone, was assembled under the following major categories:

- Name of Institution, Location, Contact Person
- Size of Program
- Credential Issued
- Program Features
- Curriculum Model
- Curriculum Content
- Student Assessment
- Current and Coming Challenges
- Curriculum Renewal
- Partnerships
- Additional Information (Other and Comments)

Appendix A includes two Environmental Scans completed for the Graphic Design Curriculum Validation-Program Renewal. The first included ten diploma programs, including Red River College's Graphic Design. An additional scan includes four foundation-oriented certificate programs from Cambrian, George Brown, Mohawk, and Seneca Colleges.

The Environmental Scans included the following programs:

Institution	Location	Program(s)/ Credentials	Years	Majors/Streams/Program Options
1. RRC	Winnipeg MB	Graphic Design Diploma	2 years	No Majors
		Advanced Graphic Design Post-Graduate Diploma	1 year	
2. Cambrian College	Sudbury, ON	Graphic Design Advanced Diploma	3 years	No Majors
		Art & Design Fundamentals Certificate	1 year	
3. Capilano University	North Vancouver, BC	Illustration/Design: Elements & Applications (IDEA) Diploma	3 years	1. Design 2. Illustration
		Foundations in Illustration Certificate	1 year	

4. Conestoga College	Kitchener, ON	Graphic Design Advanced Diploma	3 years	No Majors
		Design Foundations Certificate	1 year	
		Media Foundations Certificate	1 year	
5. Dawson College	Montreal, QC	Diplôme d'études collégiales (DEC)	3 years	No Majors
6. Durham College	Oshawa, ON	Graphic Design Advanced Diploma	3 years	No Majors
		Foundations in Art & Design Certificate	1 year	
7. George Brown University	Toronto, ON	Graphic Design Advanced Diploma	3 years	1. Communication Design 2. Advertising Design
		Art and Design Foundations Certificate	1 year	
8. Humber College	Toronto, ON	Graphic Design Advanced Diploma	3 years	No Majors
		Graphic Design for Print and Web Certificate	22 weeks	
9. MacEwan University	Edmonton, AB	Design Studies Diploma	3 years	Program Options (not considered specific majors, selected starting in Year 2) 1. Introduction to Photography 2. Introduction to Videography 3. Drawing for Illustration 4. Design for Interactive Media 5. Applied Photographic Design 6. Digital Imaging 7. Introduction to Motion Graphics 8. Web Design & Development II 9. Information Design 10. Typography & Motion 11. Brand Integration & Marketing 12. Publication Design 13. Internship
10. Seneca College	Toronto, ON	Graphic Design Advanced Diploma	3 years	No Majors
		Art Fundamentals Certificate	1 year	

Key Findings from the Environmental Scans

1. Most Common Credential Awarded

- 8 of 10 programs offer a 3-year diploma called “Graphic Design Advanced Diploma”
- 1 program offers a 3-year diploma called “Design Studies Diploma” (MacEwan)
- 1 program offers a 3-year diploma called “IDEA Diploma” (Capilano)

2. GD Program Streams

- 7 of the 10 programs scanned have no specified majors or streams
- 1 of the 10 programs (George Brown) offers two majors in Communication Design and Advertising Design
- 1 of the 10 programs (Capilano) offers two majors in Design and Illustration
- 1 of the 10 programs (MacEwan) offers 13 program options (see list above)

3. Class Size – Year 1

Class size for 10 programs scanned ranges from 34-120 students for September intake

- RRC - 50-54 students in September (2-year program), 20 (post-grad program)
- Cambrian - 48 students in September
- Capilano - 30 students in September
- Conestoga - 34 students in September
- Dawson - 44 students in September
- Durham - 75 students in September (could go up to 90 for 2013-14)
- George Brown - 120 students in September (4 groups of 30)
- Humber - 70 students (2 groups of 35) in September
- MacEwan - 90 students (3 groups of 30) in September
- Seneca - three intakes (Sept., Jan., May): 70 + 35 + 35 =140 students each year

4. Student Attrition/Retention

- 10 of 10 programs scanned note there is oversubscription in all GD programs
- 7 of 10 programs offered approximate numbers for their GD programs:
- Conestoga - 300-400 apply for 34 spots each year
- Dawson - 115 apply for max. of 50 spots each year
- Durham - 150 apply for max. 75 spots each year
- George Brown - 200 apply for 120 spots each year
- Humber - 200 applicants apply for 70 spots each year
- Seneca - 300 applicants for 70 spots each September; 100 applicants for 35 spots each January
- RRC - 130 applicants for 50 GD spots each year; 35 applicants for 20 spots in Advanced Graphic Design (3rd year)
- 1 program (Seneca) specifically noted that there is a high attrition rate in its Art Fundamentals Certificate program; up to 20% of students leave the program during that one-year program
- Approximately 10% of Seneca’s students leave Year 1 of the 3-year program at Christmas each year
- Approximately 25% of George Brown’s students leave Year 1 of the 3-year program; the 30 students entering Year 1 in January then fill those vacant spots in Term 3 in September

- 10 of 10 programs say overall student retention is high in the 3-year GD programs [Note: There appears to be a correlation between demanding and specific entrance requirements and high retention rates.]

5. Faculty Numbers

- 7 of 10 programs scanned have more part-time instructors than full-time
- Cambrian - 2 full-time, 7-8 part-time
- Capilano - 0 full-time, 23 part-time
- Durham - 6 full-time, 7-9 part-time
- George Brown - 8 full-time, 20 part-time
- Humber - 5 full-time, 20 part-time
- MacEwan - 4-5 full-time, 35 part-time
- Seneca - 6 full-time, 10-15 part-time

Three of 10 programs have more full-time instructors than part-time instructors

- RRC - 8 full-time, 3 part-time
- Conestoga - 3 full-time, 1-2 part-time
- Dawson - 7 full-time, 5 part-time

As can be seen by these numbers, the trend in Ontario is to hire more part-time instructors. This is due to both economics and to offer a variety of industry expertise. Ontario Colleges have specific union regulations about how many hours of class time each instructor is allotted. Cambrian said instructors are paid at a going freelance rate of \$50 per hour of instruction, with zero hours allowed for marking or office hours. Those responsibilities are included in the \$50/hour rate. Benefits such as medical and unemployment are not included in the hourly rate.

6. Entrance Requirements

- 10 of 10 GD programs require applicants to submit a portfolio or portfolio and sketchbook
- 9 of 10 programs require Grade 12 English (**only RRC does not**)
- 6 of 10 programs require applicants to complete timed writing, reading and drawing tests in person (Capilano, Dawson, George Brown, Humber, MacEwan, Seneca)
- 5 of 10 programs require applicants to attend an interview session (RRC, Conestoga, Durham, George Brown, Humber)
- 4 of 10 programs require applicants to write a Statement of Intent about their interest in the GD industry (RRC, Dawson, Humber, MacEwan)
- 3 of 10 programs require applicants to present their portfolios to a selection committee (Conestoga, Humber, Seneca)

7. Portfolio Preparation Classes

- 4 of 10 programs scanned offer orientation sessions for all applicants throughout the academic year (Dawson, Durham, MacEwan, RRC)
- 2 of 10 programs offer Portfolio Preparation courses during the winter semester (RRC, Capilano) in the form of 10-week courses
- RRC offers a Portfolio Information Night twice a year for interested parents and students

8. Work Placements

- 8 of 10 programs scanned require students to complete unpaid work placements as part of their studies. The length of practicum varies greatly (listed from shortest to longest)
 - Conestoga - 2-3 weeks at end of Term 6. Students apply for placement.
 - Humber - 4 weeks in May
 - RRC total of 5 weeks - 2 weeks in Term 3, 3 weeks in Term 4. Students list top 3 choices and faculty determines final placement
 - Cambrian - 5 weeks in middle of Semester 5. Students must find own placement.
 - George Brown - 6, 8 or 10-week options for work placements. Both students and industry decide on length
 - Seneca - last 7 weeks of Semester 6. Students interview for placements with organizations **OR** complete an In-Studio Practicum
 - Durham - 14 weeks = entire Term 6. Students “apply” and interview for placements.
 - MacEwan - Time of Year and Duration TBA
- Only 2 of 10 programs scanned do not offer work placements (Capilano, Dawson)
- George Brown has just started its work placement requirement in January 2013 as part of the College’s mandate to have work placements in all of its advanced diploma programs by 2017. During this initial trial, 40 students were placed in the industry. This number will increase in the coming years to include all third-year students.
- George Brown has one elective called **Studio Lab**, an in-house design lab at the College where students work on projects with clients, often from the not-for-profit sector. Students compete for an opportunity to work here during Semester 6 (acceptance into the Studio Lab is based on interviews and cumulative GPA). Projects usually last 5-6 weeks from start to finish.
- 4 of the 8 programs offering work placements require their students to have a minimum GPA before being accepted for a work placement (RRC GPA 2.0; Durham GPA 2.0; George Brown GPA 2.5; Seneca GPA 3.5).

9. Unique Curriculum Content

- 2 of 10 programs offer laptop delivery in their GD programs (RRC and Durham)
- 1 of 10 programs begins computer instruction exclusively in Year 2 (Capilano)
- Conestoga has a zero tolerance policy for late assignments. Late = 0
- Humber has a common first year of studies for its three different three-year advanced diploma programs (Graphic Design, Graphic & Package Design, Advertising & Graphic Design)
- George Brown’s 14-week Design Thesis course in Semester 6 gives students the chance to work on a large project specific to their chosen major. It includes research, project management and a creative design component, culminating in a final thesis in book format and PDF file of the book. Students choose from three options: an Independent Study Project, an Applied Project or a Studio Project

Portfolio Studies Courses

- 10 of 10 programs offer exit-type courses in Year 3 to prepare students for the GD industry. Course titles are
 - Portfolio Preparation (Cambrian)
 - Portfolio and Professional Development (Capilano)
 - Professional Practice Employment Strategies (Conestoga)
 - Communication and Management (Dawson)
 - Business of Graphic Design (Durham)
 - Professional Practice (George Brown)
 - Career Connections for Graphic Designers (Humber)
 - Portfolio & Business of Design (MacEwan)
 - Portfolio Presentation (RRC, Term 4)
 - It's Your Business (Seneca)
- Durham - Field Placement Seminar in Term 5, in preparation for 14-week full-time field placement in Term 6
- George Brown - Professional Practice in Term 5, in preparation for work placement in Term 6

Digital Media and Web Courses

- Website Design I, II, III & IV (Cambrian, Terms 3 to 6)
- Digital Media I & II (Capilano, Terms 5 & 6)
- Multimedia (Dawson, Terms 3 & 4)
- New Media (Durham)
- Web Design 1 & 2 (George Brown)
- Interactive Media Design 1 & 2 (Humber, Terms 3 & 4)
- Introduction to Web Design & Development (MacEwan, Term 3)
- Web Design & Development Program Option (MacEwan)
- New Media and Advanced New Media (RRC, Advanced GD)
- Web Software I & II (Seneca)
- Interactive Design I & II (Seneca)

Communication Courses

- 10 of 10 programs offer a Communications/Writing course, either in Term 1, Term 2 or both terms of Year 1. Course titles are
 - Prepared for Success (Cambrian)
 - Fundamentals of Communication for Artists & Designers (Capilano)
 - Interpersonal and Group Dynamics (Conestoga)
 - Intro To College English (Dawson)
 - Design Writing (Durham)
 - College English (George Brown)
 - College Reading and Writing Skills (Humber)
 - English (Communications OR Analysis and Argument) (MacEwan)
 - Professional Communications (RRC)
 - College English (Seneca)

10. End Of Year Features

- Cambrian hosts a Portfolio Review Day every spring where GD professionals visit the College's studios and individually review and critique students' work
- Conestoga requires each student to perform a Portfolio Review at the end of each semester. One faculty member (one who has not taught them) and one industry professional evaluate each student's work at this time
- Dawson's graduates show their work publicly at a year-end Graphic Design Exhibit
- George Brown's graduates from all 7 of its design programs exhibit their work during a one-night Design Show at the end of April each year. Over 1,500 invitations are sent out to industry for this event
- Durham's students (all three years) feature their designs in a 10-day exhibit each April at the annual Grad Show, held at The Design Exchange in downtown Toronto. Graduates submit their entire portfolio for judging. First and second year students submit a limited number of pieces for consideration
- RRC features its Graphic Design Open House each spring for its graduating students

11. Program Review

- 5 of 10 programs have recently completed formal program reviews (RRC and Dawson in 2013, Durham and Humber in 2010, MacEwan in 2012)
- Conestoga's Quality Assurance department conducts a program review every three years

12. Advisory Committees

- 9 of 10 programs scanned have active GD Advisory Committees (Dawson does not have an AC). Committee size can range from 7 to 12 members, including a range of industry representatives, faculty members and student representatives
- The 9 programs indicate the Advisory Committees meet once or twice a year to discuss industry trends and College curriculum

13. One Year Design Certificate Programs Offered

- 7 of 10 programs (6 of 6 Ontario programs) offer a one-year design-related certificate intended as a foundation program to introduce students to the field of design. Dawson and MacEwan do not offer a certificate program. RRC does but it is an advanced certificate for graduates of a 2 year diploma program. RRC is the only college scanned to offer an advance certificate.
- Colleges offering a 1 year certificate program are:
 - Cambrian - Art and Design Fundamentals
 - Capilano - Foundations in Illustration
 - Conestoga - Design Foundations AND Media Foundations
 - Durham - Foundations in Art and Design
 - George Brown - Art and Design Foundations
 - Humber - Graphic Design for Print and Web (22 weeks)
 - Seneca - Art Fundamentals
- Program websites state that these certificate programs serve the purpose of introducing students to the field of design and so they can determine if their future is in this industry

- Programs also emphasize during this foundation year that students work on developing a design-based portfolio that can be used in the admission process for other three-year design programs
- Admission is not guaranteed (except for George Brown, for students with min. GPA of 3.0), but all program coordinators stated that completion of the one-year program increased student readiness for advanced diploma programs and gave a big advantage for admission
- 6 of 6 scanned programs with a one-year certificate program stress that if students are not accepted initially to a three-year program, the one-year Fundamentals certificate is seen as an alternate option for them and not as a “rejection” from their GD programs
- Registration statistics show that these one-year certificate programs seem to increase the retention rate of the three-year GD programs
- All coordinators have said that students find out during that certificate year that the College program really is not what they were looking for. They choose to leave during that year rather than leave during the first year of the GD program

14. Challenges

- Keeping up with the fast pace of technology (professional development for faculty)
- Finding the money to keep up with technology (computer labs, current software)
- Finding classroom and work space for all students
- Arranging convenient staff meeting times for so many part-time and full-time faculty
- Meeting the needs of students with emotional, physical, and language difficulties
- Increasing English language proficiency for some incoming EAL students (English as an Additional Language)
- Increasing literacy skills for all students, not only EAL students
- Preparing students who lack the readiness for post-secondary education
- In some markets, finding industry-related employment upon graduation
- Finding the time in the academic year to “fit” in all the course content
- Hiring specialized faculty to teach more web and interactive media courses
- Part-time faculty who are currently working in industry. Difficult to meet with everyone and limited office hours for students
- Scheduling these part-time instructors is also difficult, juggling their work obligations with a College timetable

15. Partnership Arrangements

Professional connections with the various programs include:

- Advertising and Design Club of Canada
- Registered Graphic Designers of Ontario (RGD)
- Design Exchange
- Society of Graphic Designers of Canada (GDC)

Education Partners

RRC’s GD program has partnerships with

- University of Manitoba
- Athabasca University

Other Programs List the following Education Partners

- Athabasca University (Conestoga, Durham, George Brown, MacEwan, RRC, Seneca)
- Davenport University, Michigan (Durham)
- Grant MacEwan University (MacEwan)
- Griffith University, Australia (Conestoga, Durham, George Brown, Humber, Seneca)
- Edith Cowan University, Australia (Humber)
- Alberta College of Art and Design (MacEwan)
- Lakehead University, Thunder Bay, ON (Humber)
- University of Ontario Institute of Technology (Humber)
- Laurentian University (George Brown)
- York University (Seneca)
- Algoma University (Seneca)
- Laurier Brantford University (Seneca)
- Concordia University (Seneca)
- University at Buffalo (Seneca)
- Wilfred Laurier University (Conestoga)

Industry Occupational Analysis (DACUM) Chart (Appendix B)

The Industry Occupational Analysis using the DACUM process is a familiar component of the curriculum development process at Red River College and provides the program with a description of desired regional occupational needs for skills, attitudes, and abilities. Included in the process is the identification of emerging and retiring industry trends.

Craig Edwards and Robert Cordingley facilitated the Occupational Analysis on December 5 and 12, 2012. Twelve practitioners from the field were asked to identify the major competencies and related skills required by entry level workers in the graphic design field. The resulting Occupational Analysis identified 9 competencies and 149 related skills, as well as the following emerging and retiring trends.

Emerging Industry Trends

- Mobile use and application utility
- Social media
- Apply visual solutions to multiple media
- Motion graphics in public spaces
- Responsive design – interactive on multiple
- Anticipate change – rapid – keep current
- Big picture thinking – strategy and planning important
- Multitasking
- Developing digital applications through coding and style sheets
- Digital portfolios
- Self-sufficient graphic designers = passive income
- Working for free

Retiring Industry Trends

- Less single use design
- Waterfall project management
- Single skilled workers
- Print calendars, brochures, print applications
- Colour proofing
- There is no time / less time available (shorter timelines)
- Everything
- Ability to develop ideas on paper
- General skills in print production
- Print portfolios
- Need to design for print
- Time / need to do things by hand
- Designers being programmers
- Great concepts

Graduate Skills and Abilities and Gap Analysis Chart (Appendix C)

The Curriculum Validation Facilitator organized a preliminary meeting with GD program coordinator and faculty, and Curriculum Consultants Edwards and Smith on February 7, 2013. The purpose of this 45-minute meeting was to introduce and review the content of the DACUM chart, the Graduate Skills and Abilities and Gap Analysis (GSA & GA) chart, and the list of emerging and retiring trends identified in the December 2012 industry occupational analysis.

The GSA & GA chart is the cross-referencing of: (1) the competencies identified in the Industry Occupational Analysis (DACUM) Chart; and, (2) the teaching faculty's assessment of what would constitute realistic learning expectations of the program.

The structure of the GSA & GA document and expectations of the upcoming February 21 day-long workshop were discussed in preparation for faculty to:

- conduct a thorough review of the competencies, skills and competency ratings identified by industry as essential for an entry level hire
- add, reword, or remove a skill or competency to align with current content and/or future expectations
- identify the courses in which each skill is taught and assessed
- identify the level of competency (based on a 4-point rating scale) that they feel graduates may be expected to achieve between 6 to 12 months on the job

The purpose of this exercise is multifold: it ensures the program continues to meet the needs of industry employers; it supports student success; it provides faculty with a focused opportunity to as a group review the program in its entirety; and helps faculty determine realistic learning goals for program graduates in consideration of program length and available resources.

Faculty acknowledged that the 9 competencies and 149 related skills identified by industry representatives were important for success. A comprehensive review identified 78 skills that faculty agreed could be enhanced to meet industry expectations, and 47 skills they expected to teach, within the next five years, at a higher competency level than deemed sufficient by industry. Of the remaining 24 skills, faculty removed 9 they felt were redundant or not reasonable and practicable to teach and assess within program parameters. They also added 7 new skills currently taught in the competency areas of research, strategy, and design that they felt were essential to engendering student success in work produced, bringing the final number of skills to 147 for the 9 competencies.

The outcome of this workshop was a single, composite chart outlining the graduate skills and abilities, which ultimately serves as the focus for curriculum renewal and the basis for the development of program learning outcomes.

Graduate Profile (Appendix D)

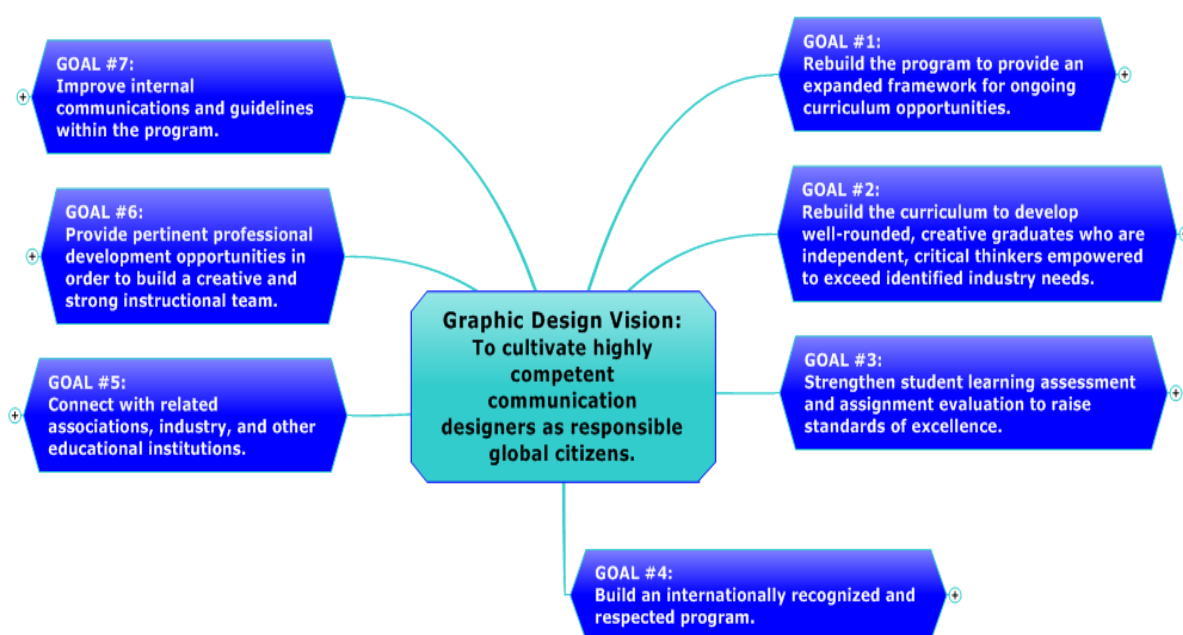
Through the use of the Graduate Skills and Abilities chart, the Graduate Profile outcome statements were developed by the Curriculum Validation Facilitator and the Curriculum Consultants with faculty at a workshop on April 26, 2013. A Graduate Profile is a set of outcome statements that describe the essential and enduring knowledge, skills, and abilities expected by a graduate of a program. Providing focus for the program, it can ensure all learning outcomes and related assessments are relevant to the expected learning of students in the program. It is also helpful for course revision. The Graduate Profile also helps facilitate Recognition for Prior Learning (RPL) at the program level. The resulting profile consists of 9 major competency statements that describe a graduate of the Graphic Design program.

Program Renewal Vision and Goals Summary (Appendix E)

The program renewal plan is the result of translating the preceding four deliverables into a coherent plan for the renewal of the program. The plan, complete with a vision, goals and actions was developed at a Faculty Visioning Session with participation of the Program Chair and facilitated by PCD's Curriculum Consultants Edwards and Smith on May 14, 2013.

In this session, participants were encouraged to think “outside the box” and brainstormed ideas in response to the focusing question, “**What will the Graphic Design program look like in five years?**”

The brainstormed ideas were sorted into categories, named and, to focus priorities, voted on by the group. Small groups then identified possible actions to accomplish each goal based on the brainstormed ideas. The resulting Vision and eight Goals identified at this session are articulated in the graphic below (for the complete details, please see the list in Appendix E).



5 Year Program Renewal Program (Appendix F)

The 5 Year Program Renewal Plan is the result of translating the preceding five deliverables into a coherent plan for the renewal of the program. The renewal plan will serve as the basis for the improvement of the Graphic Design Program to which the Chair, Coordinator, and faculty are committed to over the next 5 year period.

After reviewing the Vision, Goals, and Action items, the Program Chair, Coordinator, Curriculum Validation Facilitator and the Curriculum Consultants met to confirm the final content, wording, priority, and sequence. In addition, dates for each action were set based on anticipated resources available. The vision, goals, and concomitant action items are included below.

Please see the detailed sequence and timeline chart for the 5 Year Renewal Plan in Appendix F.

VISION: *To cultivate highly competent communication designers as responsible global citizens.*

GOAL #1: Rebuild the program to provide an expanded framework for ongoing curriculum opportunities.

- 1.1 Draft a proposal to create a one-year certificate program in conjunction with Digital Media Design.
- 1.2 Restructure existing two-year program and advanced one-year program.
- 1.3 Explore creation of majors/ minors /electives.
- 1.4 Explore internal or external joint Degree.

GOAL #2: Rebuild the curriculum to develop well-rounded creative graduates who are independent, critical thinkers empowered to exceed identified industry needs.

- 2.1 Review existing curriculum and create a master list of curriculum components.
- 2.2 Plan for revised curriculum.
- 2.3 Develop curriculum and create courses in response to changes in industry.
- 2.4 Foster Creative Arts Community and share resources.
- 2.5 Renew and enhance program advisory committee.

GOAL #3: Strengthen student learning assessment and assignment evaluation to raise standards of excellence.

- 3.1 Review existing assignments.
- 3.2 Develop consistent assignment rubrics across courses.
- 3.3 Liaise with students to identify strengths and weaknesses.

GOAL #4: Build an internationally recognized and respected program.

- 4.1 Change program name to Communication Design to reflect the international understanding of what we do.
- 4.2 Increase international presence (e.g., through expanded recruitment, international and online education, networks, etc.).
- 4.3 Promote and market program excellence locally, nationally and internationally.

GOAL #5: Connect with related associations, industry, and other educational institutions.

- 5.1 Explore Graphic Designers of Canada (GDC) membership participation as part of student fees.
- 5.2 Explore exchange opportunities with other schools and design communities.
- 5.3 Continue to build partnerships with regional design community.
- 5.4 Expand practicum opportunities for students.

GOAL #6: Provide pertinent professional development opportunities in order to build a creative and strong instructional team.

- 6.1 Encourage self-reflection to identify personal goals for professional development.
- 6.2 Develop an annual Faculty professional development plan - i.e., workshops, courses, conferences, and personal research.
- 6.3 Report on professional development activities.

GOAL #7: Improve internal communications and guidelines within the program

- 7.1 Timetable a common meeting time throughout the academic year.
- 7.2 Continue annual spring planning sessions.
- 7.3 Use technology to support program communications.
- 7.4 Develop program guidelines.
- 7.5 Nurture a supportive and respectful workplace.

Conclusion

The Curriculum Validation - Program Renewal process has resulted in a benchmark and plan to track the renewal of RRC's Graphic Design program over the next five years. The program renewal goals identified will ensure that the program is recognized as a leader in preparing graduates for a variety of employment opportunities in the field. The program renewal plan will guide the Chair and Dean with the assignment of resources to accomplish the goals within a five year period.

Appendix A – Environmental Scan

- **A1 - Graphic Design, 2 Year Diploma Programs**
- **A2 - Graphic Design, 1 Year Certificate Programs**

A1 - ENVIRONMENTAL SCAN Graphic Design, 2 Year Diploma Programs

College Scanned	College - Full Name Address
Red River College	<p>Red River College Creative Arts Exchange District Campus W302-160 Princess St. Winnipeg, MB R3B 1K9</p> <p>Diane Livingston, Program Coordinator Ph: 204.949.8309 Email: dlivingston@rrc.ca</p>
Cambrian College Of Applied Arts & Technology	<p>Cambrian College of Applied Arts and Technology School of Creative Arts and Design 1400 Barrydowne Road Sudbury, ON P3A 3V8</p> <p>Ron Beltrame, Graphic Design Program Coordinator Ph: 705.566.8101 Ext. 7598 Email: Ron.beltrame@cambriancollege.ca</p>
Capilano University	<p>Capilano University Faculty of Media Arts 2055 Purcell Way North Vancouver, BC V7J 3H5</p> <p>Pascal Milelli, Co-Coordinator, IDEA Program Instructor Ph: 604.986.1911 Ext. 7182 Fax: 604.984.4985 Email: pmilelli@capilanou.ca</p>
Conestoga College	<p>Conestoga College 299 Doon Valley Drive Kitchener, ON N2G 4M4</p> <p>Mark Derro, Dean, School of Media and Design Ph: 519.748.5220 Ext: 3647 Email: mderro@conestogac.on.ca</p>

<p>Dawson College</p>	<p>Dawson College Creative & Applied Arts, Graphic Design 4001 de Maisonneuve Blvd. West Westmount, QC H3Z 3G4</p> <p>Luc Parent, Chair, Graphic Design Ph: 514.931.8731 Ext. 3405</p> <p>Email: lparent@dawsoncollege.qc.ca</p>
<p>Durham College</p>	<p>Durham College School of Media, Art & Design 2000 Simcoe St. N. Oshawa, ON L1H 7K4</p> <p>Stuart Ellis, Program Coordinator Ph: 905.721.2000 Ext. 2413 Email: Stuart.ellis@durhamcollege.ca</p>
<p>George Brown College</p>	<p>George Brown College, School of Design Graphic Design Program (G102) St. James Campus 230 Richmond Street East, Suite 116A Toronto, ON M5A 1P4</p> <p>Trent Scherer, Academic Operations Manager Ph: 416.415.5000 Ext: 2136 Email: tscherer@georgebrown.ca</p>
<p>Humber College</p>	<p>Humber College – Lakeshore Campus School of Media Studies & Information Technology 3199 Lake Shore Blvd. W. Toronto, ON M8V 1K8</p> <p>Kevin Brandon, Program Coordinator Ph: 416.675.6622 Ext. 3019 Email: kevin.brandon@humber.ca</p>

MacEwan University	<p>MacEwan University Centre for the Arts and Communications Design Studies Program 10045-156 Street Edmonton, AB T5P 2P7</p> <p>Nichole Magneson, Program Coordinator Ph: 780.497.4421 Email: magneson@macewan.ca</p> <p>Dianne Nicholls, Instructional Assistant, Design Studies Ph: 780.497.4312 Email: nichollsd@macewan.ca</p>
Seneca College	<p>Seneca College 1750 Finch Ave. East Toronto, ON M2J 2X5</p> <p>Lauretta Wood, Program Coordinator Ph: 416.491.5050 Ext. 33404</p> <p>Email: Lauretta.Wood@senecacollege.ca</p>
College Scanned	URL
Red River College	http://graphicdesign.rrc.mb.ca/
Cambrian College of Applied Arts & Technology	www.ccgraphicdesign.ca
Capilano University	http://www.capilanou.ca/idea
Conestoga College	www.conestogac.on.ca/fulltime/0049.jsp www.somad.ca/
Dawson College	www.dawsoncollege.qc.ca
Durham College	www.durhamcollege.ca/programs/graphic-design

George Brown College	www.georgebrown.ca/design
Humber College	www.humber.ca/program/graphic-design
MacEwan University	www.macewan.ca
Seneca College	www.senecac.on.ca
College Scanned	Number of Students Number of Faculty
Red River College	<p><u>Graphic Design Diploma</u> Number of Students</p> <ul style="list-style-type: none"> • Intake of 50-54 (2 sections of 25-27 in Year 1, 2012-13) • 100 students in total <p>Number of Faculty</p> <ul style="list-style-type: none"> • 8 full-time • 3 part-time <p><u>Post-Graduate Advanced Diploma</u></p> <ul style="list-style-type: none"> • 20 students
Cambrian College Of Applied Arts & Technology	<p>Number of Students</p> <ul style="list-style-type: none"> • 48 (Year 1: 2012-13) <p>Number of Faculty</p> <ul style="list-style-type: none"> • 2 full-time instructors • 7-8 part-time instructors
Capilano University	<p>Number of Students</p> <ul style="list-style-type: none"> • 30 students (one group, Year 1) <p>Number of Faculty</p> <ul style="list-style-type: none"> • 0 full-time instructors • 23 part-time instructors (all from industry) • 1 full-time IDEA Coordinator position shared by two instructors

Conestoga College	<p>Number of Students</p> <ul style="list-style-type: none"> • 34 students (first-year capacity) <p>Number of Faculty</p> <ul style="list-style-type: none"> • 3 full-time (one instructor for each year) • 1-2 part-time per year
Dawson College	<p>Number of Students (2012-13)</p> <ul style="list-style-type: none"> • Year 1: 44 • Year 2: 36 • Year 3: 40 <p>Number of Faculty</p> <ul style="list-style-type: none"> • 7 full-time • 5 part-time
Durham College	<p>Number of Students</p> <ul style="list-style-type: none"> • Year 1: 75 students (may be up to 90 in 2013-14) • Year 2: 60-65 • Year 3: 40-50 <p>Number of Faculty</p> <ul style="list-style-type: none"> • 6 full-time • 7-9 part-time, shared with other design programs
George Brown College	<p>Number of Students</p> <ul style="list-style-type: none"> • 120 students (September intake) • 30 students (January intake) <p>Number of Faculty</p> <ul style="list-style-type: none"> • 8 full-time • 20 part-time (shared with other programs)
Humber College	<p>Number of Students</p> <ul style="list-style-type: none"> • 70 (2 sections of 35 in Year 1, 2012-13) <p>Number of Faculty</p> <ul style="list-style-type: none"> • 5 full-time, shared with other design programs • 20 part-time, shared with other design programs

MacEwan University	<p>Number of Students</p> <ul style="list-style-type: none"> • 90 students, Year 1 (3 groups of 30, 2012-13) • 50 First-year diploma studies (majors) • 80 Second-year diploma studies <p>Number of Faculty</p> <ul style="list-style-type: none"> • 4-5 full-time instructors (down 3 positions from past years due to retirement, maternity leave and hiring freeze) • 35 part-time instructors • 2 full-time and 1 part-time instructional assistants
Seneca College	<p>Number of Students</p> <ul style="list-style-type: none"> • Three intakes totaling 140 students per year: • September – 70 students (2 groups) • January – 35 students (1 group) • May – 35 students (1 group) <p>Number of Faculty</p> <ul style="list-style-type: none"> • Full-time: 6 full-time • Part-time: 10-15 part-time
College Scanned	Credential Certificate, Diploma or Applied Degree
Red River College	Graphic Design Diploma Post Graduate Advanced Diploma
Cambrian College Of Applied Arts & Technology	Ontario College Advanced Diploma
Capilano University	IDEA (Illustration/Design: Elements & Applications) Diploma
Conestoga College	Ontario College Advanced Diploma
Dawson College	Diplôme d'études collégiales (DEC), a degree issued by the Quebec Ministry of Education
Durham College	Ontario College Advanced Diploma
George Brown College	Ontario College Advanced Diploma
Humber College	Ontario College Advanced Diploma

MacEwan University	<p>Design Studies Diploma--NEW and UPDATED.</p> <p>2013-2014 will be the first year MacEwan will offer a 3-year Design Studies Diploma program.</p> <p>Until now, since approx. 2000, MacEwan offered a one-year Design Foundations Certificate plus a two-year Design Diploma.</p>
Seneca College	Ontario College Advanced Diploma
Entrance Requirements	
College Scanned	Regular Admission
Red River College	<p><u>Graphic Design Diploma</u> Entrance Requirements</p> <ul style="list-style-type: none"> • Grade 12 High School Diploma AND • Portfolio AND • Intake Interview <p><u>Post Graduate Advanced Diploma</u> Entrance Requirements</p> <p>Applicants must have completed or be enrolled in post-secondary courses required for program admission. Applicants must submit proof of completion or enrolment in all courses within 30 days of the date of application. Official final grades must be submitted by July 15 for fall enrolment or by the deadline specified in your admission letter.</p> <p>Applicants must:</p> <ol style="list-style-type: none"> 1. Have a Diploma in Graphic Design from RRC or an equivalent from a recognized school of design AND 2. Have knowledge of and demonstrated proficiency with computers and a variety of graphics software programs AND 3. Submit a recommendation from an industry mentor and/or two references from individuals in the industry who have known and worked with the applicant and who are connected with the direction the applicant wishes to follow AND 4. Participate in an interview AND 5. Bring to the interview a portfolio of work and a document detailing professional plans and goals AND 6. Complete an entrance test in skills and knowledge (may be required)

<p>Cambrian College Of Applied Arts & Technology</p>	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD) – 30 credits or equivalent, including Grade 12 English (C, U or M) <p>OR</p> <ul style="list-style-type: none"> • Mature Student Status, including Grade 12 English (C, U or M) <p>AND</p> <ul style="list-style-type: none"> • Submission of Portfolio
<p>Capilano University</p>	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • BC Secondary School Graduation (Grade 12) or equivalent <p>OR</p> <ul style="list-style-type: none"> • Mature Student status <p>AND</p> <ul style="list-style-type: none"> • A minimum grade of C in either English 12 or English 12 First Peoples <p>AND</p> <ul style="list-style-type: none"> • English Language Requirement for students whose primary language is not English (TOEFL/ELA/IELTS/CAEL/PTE).
<p>Conestoga College</p>	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD) or equivalent <p>Or</p> <ul style="list-style-type: none"> • 19 years of age or older with mature student status <p>And</p> <ul style="list-style-type: none"> • Grade 12 compulsory English, C or U, or equivalent or Conestoga College Preparatory Communications course. <p>Note: A sound English background is important for success in this program and is considered during the admission selection process. English testing may be required.</p> <p>Applicant Selection</p> <p>An academic strength is calculated by averaging the submitted marks of required subjects.</p> <ul style="list-style-type: none"> • 10 additional marks are added to each Advanced level (OAC, U, U/C) course used in the calculation of academic strength • 20 additional marks are added to each post-secondary course used in the calculation of academic strength. Beginning in Fall 2014, post-secondary courses used in the calculation of academic strength will receive a bonus of 10 marks <p>Applicants meeting minimum academic requirements (70% in 2012) are invited to begin the selection process which requires them to:</p> <ul style="list-style-type: none"> • Attend a program information meeting • Present a portfolio of their design-related work <p>Final selection is made using a formula that combines academic strength with the portfolio creative, technical and presentation scores.</p>

Dawson College	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • Diploma of Secondary Studies (DES) OR • Academic background judged equivalent to the DES • Secondary V Art highly desirable
Durham College	<p>Entrance Requirements</p> <p>Ontario Secondary School Diploma (OSSD) or equivalent</p> <p>Mature Student Status plus senior level (Grade 11 or higher) subject credits, college preparation ©, university /college preparation (M), university preparation (U) or post-secondary (college or university) in:</p> <ul style="list-style-type: none"> • Grade 12 English • Grade 11 Math • Visual arts credits (recommended)
George Brown College	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • Grade 12 English (C or U) • Ontario Secondary School Diploma (OSSD) or equivalent • Mature Student status (19 years or older and without a high school diploma at the start of the program). Eligibility will be determined by academic achievement testing
Humber College	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD) or equivalent OR • Mature Student Status AND • Grade 12 English (ENG4C or ENG4U) AND • Three additional Grade 11 or Grade 12 C, U or M courses <p>Applicants who do not possess the required courses may complete admission testing to determine equivalencies. Invitation and booking of admission testing is done using the email address provided on the online application.</p>
MacEwan University	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • Alberta High School Diploma (or equivalent) and ELA 30-1 or ELA 30-2 OR • Minimum overall average of 60%, with no course grade lower than 50%, in four specific high school courses AND • Skills Appraisal (if applicants do not have minimum grade of 65% in ELA 30-1 or 75% in ELA 30-2). This Skills Appraisal must be completed by the beginning of the intake term

MacEwan University (cont'd)	<p>**Students are encouraged to complete the Skills Appraisal at the earliest opportunity to allow sufficient time should any upgrading courses be required.</p> <p>Mature Student Admission</p> <ul style="list-style-type: none"> • Applications must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term <p>AND</p> <ul style="list-style-type: none"> • Applicants must complete the Skills Appraisal
Seneca College	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • Ontario Secondary School Diploma (OSSD) with a majority of senior credits at the College Preparation (C), University Preparation (U) or University/College Preparation (M) level <p>OR</p> <ul style="list-style-type: none"> • Mature Student Status (age 19 or older) • Grade 12 English: ENG4 (C) or ENG4 (U)
College Scanned	Pre-requisite Skills What skills, if any, are a pre-requisite for entrance into the program?
Red River College	Additional requirements are pending, including Grade 12 English and Math. The selection committee interviews applicants who have completed the above admission requirements and whose portfolios are considered acceptable to the committee. The committee selects candidates who have the ability to express themselves in graphic form and who are interested in earning their living through the practice of graphic design. Applicants should have a demonstrated artistic talent with good manual dexterity and good eyesight. A good knowledge of computers will be a definite asset.
Cambrian College Of Applied Arts & Technology	Recommended courses: Credits in Visual Arts and/or Media Arts as well as computer competency in relevant software.
Capilano University	None stated
Conestoga College	None stated
Dawson College	None stated
Durham College	None stated
George Brown College	None stated

Humber College	<p>English Language Proficiency Policy If students' language is not English, or if their previous education had been conducted in another language, they will be required to demonstrate proficiency in English by undertaking and submitting the results of one of the following at the level relative to the program to which they apply. Scores for the standardized English language tests are only valid for a 24-month period from the date of testing.</p> <p>For more details: http://www.humber.ca/content/english-language-proficiency-policy</p>
MacEwan University	None stated
Seneca College	None stated
College Scanned	Special Selection Criteria i.e. Portfolios, interviews, prior work experience, standardized tests, etc.
Red River College	<p>Graphic Design Diploma Portfolio Requirements (8 items) The specific requirements change each year and are released in December and sent to the applicant after receipt of the application and supporting education documents. The detailed requirements are also available on RRC's GD website.</p> <ol style="list-style-type: none"> 1. Resume and 3 references, transcripts; 2. Statement of Purpose/Industry Research (250-500 words); 3. Still Life – drawn from direct observation; 4. Portrait/Life Study – self-portrait drawing; 5. Interior Perspective Drawing of a specified location; 6. Typographic Composition – a logo that conveys the type of organization it represents; 7. Poster – using applicant's own illustration or photography and specified copy about a specified location. Must include a 3-4 sentence explanation describing how the type and illustration choices convey the location. 8. Personal Work – select 4-5 items of personal work. May include sketches, finished drawings, paintings and posters. Include a variety of work. Sculpture, framed artwork or other over-size pieces must be submitted in printed photographs only. Digital work should be supplied as a printout. <p>Post Graduate Advanced Diploma This is a special selection program. The selection committee interviews applicants who have completed entrance requirements 1 and 2. The committee selects candidates who have the ability to express themselves artistically and who are interested in earning their living through the practice of graphic design.</p> <p>Note: Post-secondary transcripts must be submitted directly by the post-secondary institution.</p> <p>RPL Yes</p>

<p>Cambrian College Of Applied Arts & Technology</p>	<p>Portfolio Requirements Applicants are required to submit a portfolio for review, either in hard copy or digital format. Portfolio should include five creative and artistic works showcasing the applicant's creative, artistic and technical abilities such as drawings (still-life, figure, landscape, technical or interior), paintings (in oils, acrylics, watercolour, mixed media), photographs (colour or B/W), sculptures, ceramics or 3D work, computer-generated work (design, typography, animation, etc.) or web-based work.</p> <p>The preferred method of submission is by electronic PDF file. Each piece should be displayed on its own page, listing the title, media and a brief description of the project's intent. PDF portfolios can be emailed directly to Cambrian's Admissions Department.</p> <p>If an applicant chooses to submit a hard copy portfolio, they must submit photographic copies or digital prints (no B/W photocopies). They should scan or photograph large format or 3D pieces in order to reduce their size to the max. page size of 8.5" x 11". Portfolios will not be sent back unless prior arrangements have been made. They can be picked up in person.</p> <p>Where no portfolio exists, applicants are required to contact the Program Coordinator. Deadline May 1st.</p> <p>RPL Yes</p>
<p>Capilano University</p>	<p>Portfolio Requirements Portfolios are reviewed by an admissions committee on the basis of drawing, design, colour, creativity, media variety, skill and presentation.</p> <p>Applicants whose portfolios meet the standards of the program will be required to attend a mandatory interview and have their drawing and writing skills tested on a scheduled day in May. This drawing test is crucial, identifying if the applicant's portfolio work was indeed original.</p>
<p>Conestoga College</p>	<p>Portfolio Requirements Applicants are required to show and explain their portfolio to program faculty who will be assessing the applicant's attitudes, communication skills and aptitude for the GD program.</p> <p>Applicants may include up to 15 pieces of the individual's art and design-related work such as: symbols, lettering, paintings, sculptures, sketch books, drawings and sketches, finished illustrations, graphic design and web design, and/or other applied graphics.</p> <p>RPL Yes</p>

<p>Dawson College</p>	<p>Portfolio Requirements Applicants must submit a sketchbook that demonstrates that the student draws regularly. They must submit a portfolio of approx. 25 examples of assigned pieces of original work. Submissions will be judged on quality, variety of visual techniques, originality, visual awareness, neat presentation and demonstration of motivation. Previous visual arts background should include work in various media (pastels, coloured pencils, collage, printmaking, sculpture, photography, ceramics, etc.).</p> <p>Program Requirements After the Dawson College application process is complete (deadline: March 1), GD applicants are required to attend an assessment in mid-April which consists of the following: Written statement of goals; Portfolio evaluation; Timed drawing exercise.</p> <p>The written statement of goals should include why the student wishes to attend the program, including relevant details about completed art courses, personal interest in GD and career goals in the industry. This statement is to be written at the assessment and not prepared in advance.</p> <p>Applicants who live more than 500 km away are encouraged to attend the assessment. If not possible, students may mail their portfolio and written statement of goals and include return postage. These two items must be received by April 1. Portfolios will be returned within two weeks of the assessment date.</p> <p>Final acceptance into the Graphic Design program is based upon:</p> <ul style="list-style-type: none"> • Assessment of portfolio • Assessment of drawing exercise • Assessment of statement of goals • Academic background. <p>If students are not accepted into the GD program, Dawson College recommends they should apply to the Creative Arts, Literature and Languages program to better prepare themselves for university studies and to build their design portfolio.</p> <p>RPL Yes</p>
<p>Durham College</p>	<p>Portfolio Requirements Applicants are required to submit a portfolio of work to be considered for admission (deadline: Feb. 1) and take part in an interview. Portfolios will not be returned. Portfolio must include:</p> <ul style="list-style-type: none"> • 10-12 unmounted colour photocopies of applicant's best work. - Work should be on either 8 ½" x 11" or 11" x 17" paper and may be folded. • all work must be applicant's own • submitted in a 9" x 12" envelope • work should cover a range of media that could include, but is not limited

<p>Durham College (cont'd)</p>	<p>to, painting, sculpture, photography, drawing, design, creative writing or any other art and/or design medium.</p> <ul style="list-style-type: none"> • criteria for evaluation of work includes: creativity/originality, composition and craftsmanship <p>RPL Yes</p>
<p>George Brown College</p>	<p>Portfolio Review Requirements A sketchbook containing a variety of studies; A portfolio; A writing assignment.</p> <p>The admission process is completed only when you receive a letter of acceptance from George Brown to be considered for the special selection process.</p> <p>Portfolio must contain:</p> <ul style="list-style-type: none"> • a minimum of 15-20 samples of work, showcasing a range of media and approaches • digital work is a “must” • at least one piece which includes an example of words and images which communicate a message (i.e. a poster or advertisement) • at least one finished piece showing all preliminary work (i.e. research, roughs, thumbnails). This would be presented on an accompanying page to the finished piece <p>Special Assignment in Portfolio Applicants must design a magazine ad for the School of Design, Graphic Design program at George Brown College. The ad should reflect the program offerings of the School of Design, NOT the entire College. Colours chosen should be appropriate for the College. Applicants must include all preliminary work on an accompanying page. The ad must only be in digital format.</p> <p>Portfolio Interview One-hour writing assignment. While students are writing, portfolios will be evaluated and then returned to the students.</p> <p>For applicants who live 200 km or more away from the College, digital formats and website links are acceptable when mailing in a portfolio. These applicants must include the magazine ad assignment and a letter of intent explaining:</p> <ul style="list-style-type: none"> • why they would like to attend George Brown College for Graphic Design education • why they would make a good graphic designer and what graphic design means to them <p>Applicants may be accepted on completion of the Art and Design Foundation program with a GPA of 3.0 or higher.</p> <p>RPL Yes</p>

<p>Humber College</p>	<p>Portfolio Requirements Applicants must attend an information/interview session, which includes:</p> <ul style="list-style-type: none"> • presenting a portfolio of 10 pieces of art/design • presenting a recent sketchbook showing rough work, drawing and process work • composing a letter describing why you chose this field <p>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.</p> <p>Note: Meeting the minimum requirements does not guarantee admission to the program.</p> <p>RPL Yes</p>
<p>MacEwan University</p>	<p>Special Assignments Writing: Applicants must successfully complete the writing portion AND be eligible to enter ENGL111 OR complete any developmental course work with a minimum grade of C-.</p> <p>Reading: Applicants must successfully complete the reading portion OR complete any developmental course work with a minimum grade of C-.</p> <p>Additional Admission Criteria English Language Proficiency. All applicants must meet an acceptable level of English language proficiency. Official documents are required showing successful completion of standardized language evaluation.</p> <p>Portfolio Requirements Applicants are required to submit 9-12 pieces of original work, including drawings, paintings, photographs, mixed media, 3D work, design work (suggested maximum of 3 works per category).</p> <p>Students must submit a “Statement of Intent” to a committee of Design Studies faculty. Successful applicants will submit an original body of work and demonstrate in their Statement:</p> <ul style="list-style-type: none"> • the ability to express ideas well in writing • how this MacEwan University program is aligned with their interests and goals • an interest in learning about design theory and practice <p>For further information, visit:</p> <p>http://www.macewan.ca/contribute/groups/public/documents/document/designstudiesapplicantpkg.pdf</p> <p>RPL Yes</p>

Seneca College	<p>Applicant Selection Because of the large number of applications for the GD program, applications may be a two-step process based on the following:</p> <ol style="list-style-type: none"> 1. Academic Achievement: grades in pre-requisite subjects and/or scores in English and Reading Achievement Tests as well as demonstration of written communication skills via academic achievement or written test may be used to select applicants who are eligible for Step 2. 2. Program-related Assignments: Students must attend an orientation session and satisfactorily complete a 5-page creative test and a drawing test. At this time, students must submit three original 8.5" x 11" design/art samples for assessment which will not be returned. Applicants who are unsuccessful in Step 1 will be notified by mail and will not be included in Step 2 of the selection process. <p>Although not required for admission, any art and/or computer graphics credit and keyboarding skills are recommended.</p> <p>RPL Yes</p>
Structure	
College Scanned	Length of Program Contact Hours
Red River College	<p><u>Graphic Design Diploma</u> Length 2 years</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April</p> <p><u>Post Graduate Advanced Diploma</u> Length One year</p>
Cambrian College Of Applied Arts & Technology	<p>Length 3 years (6 semesters)</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April</p>
Capilano University	<p>Length 3 years (6 semesters)</p>
Conestoga College	<p>Length 3 years</p>

Dawson College	<p>Length 3 years (6 terms)</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April</p>
Durham College	<p>Length 3 years (6 semesters)</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April</p>
George Brown College	<p>Length 3 years (6 semesters) Fall Semester: September – December Winter Semester: January – April Summer Semester: May – August</p>
Humber College	<p>Length 3 years</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April</p>
MacEwan University	<p>Length 3 years</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April</p>
Seneca College	<p>Length 3 Years</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April Summer Semester: May – August</p>

College Scanned	Options for Taking Program
Red River College	<p><u>Graphic Design Diploma</u> Delivery Options Full-time day only</p> <p><u>Post Graduate Advanced Diploma</u> NA</p>
Cambrian College Of Applied Arts & Technology	<p>Delivery Options Full-time day and part-time option.</p> <p>Some students choose to complete the three-year advanced diploma in four years because of financial commitments and/or academic workload.</p>
Capilano University	<p>Delivery Options Full-time day only</p>
Conestoga College	<p>Delivery Options Full-time day program only</p>
Dawson College	<p>Delivery Options Fall intake only Full-time students only No Distance Education delivery</p>
Durham College	<p>Delivery Options Full-time day program only, September intake</p>
George Brown College	<p>Delivery Options Full-time day program only – September and January intakes.</p> <p>Part-time Study Options A variety of courses in digital applications are available, as well as certificate programs in Visual Arts Foundation, Cartooning, Digital Photography and Web Page and Site Design.</p>
Humber College	<p>Delivery Options Full-time only</p>

MacEwan University	<p>Program Delivery Students can complete studies on a part-time basis. Some courses require the completion of specific prerequisites before advancing, so courses must be completed in a sequence that maximizes learning. All students must complete graduation within 7 years of the initial start date.</p> <p>Design Studies does not currently offer Spring or Summer term courses, however some English and Liberal Arts courses can be completed for credit through Continuing Education.</p>
Seneca College	<p>Delivery Options Full-time day program only – September, January or May start dates.</p>
College Scanned	Program Streams
Red River College	<p>Programs Offered</p> <ul style="list-style-type: none"> • Advanced Graphic Design (one-year post-grad certificate) • Digital Media Design (two-year diploma) • 3D Computer Graphics (one-year post-grad certificate) • Graphic Design (two-year diploma)
Cambrian College Of Applied Arts & Technology	<p>Programs Offered</p> <ul style="list-style-type: none"> • Art and Design Fundamentals (one-year certificate) • Animation Advanced Diploma (three-year program in partnership with Conestoga College)
Capilano University	<p>Programs Offered by the School of Art & Design</p> <ul style="list-style-type: none"> • Foundations in Illustration & Design (one-year certificate) • Digital Animation (one-year certificate) • Website Development & Design (one-year certificate) • Interactive Design (web and mobile device design and development, two-year diploma) • Studio Art (two-year diploma) • Digital Visual Effects (two-year diploma) • Commercial Animation (two-year diploma) • Studio Art Advanced courses • Art Institute Certificate, for those specializing in Sculpture, Media Art and Printmaking (one-year post-grad certificate)
Conestoga College	<p>Programs Offered</p> <ul style="list-style-type: none"> • Design Foundations (one-year certificate) • Media Foundations (one-year certificate) • Digital Media (two-year certificate) • Web Design and Development (51-week certificate) • Advertising (Advertising and Marketing Communications (two-year diploma) <p>Students who successfully complete the Design Foundations certificate are automatically accepted into the 3-year GD program.</p>

Dawson College	<p>Programs Offered</p> <ul style="list-style-type: none"> • 3D Animation and Computer Generated Imagery (three-year diploma) • Illustration & Design (three-year diploma) • Industrial Design (three-year diploma) • Professional Photography (three-year diploma) • Fine Arts (two-year diploma)
Durham College	<p>Programs Offered</p> <ul style="list-style-type: none"> • Foundations In Art And Design (one-year certificate) • Advertising and Marketing Communications Management program (three-year advanced diploma) • Animation – Digital Arts (two-year diploma) • Animation – Digital Production (three-year advanced diploma) • Contemporary Media Design (two-year diploma) • Contemporary Media Production (formerly Multimedia Design, three-year advanced diploma) • Fine Arts – Advanced (three-year advanced diploma) • Pre-Media (one-year certificate)
George Brown College	<p>Programs Offered</p> <ul style="list-style-type: none"> • Art and Design Foundation (one-year certificate) • Game Development (three-year advanced diploma) • Interdisciplinary Design Strategy (three-year advanced diploma) • Design Management (three-year advanced diploma) • Digital Design – Game Design (three-year advanced diploma) • Digital Design – Advanced Digital Design (three-year advanced diploma)
Humber College	<p>Programs Offered</p> <ul style="list-style-type: none"> • Graphic Design for Print and Web (one-year certificate, 22 weeks, beginning in September and March, class-size limited to 23 students) • Web Design, Development and Maintenance (one-year certificate) • Advertising and Graphic Design (two-year diploma) • Visual and Digital Arts (two-year diploma) • Multimedia Design and Development (two-year diploma) • Creative Photography (two-year diploma); Graphic and Package Design (three-year advanced diploma) • Web Design and Interactive Media (three-year advanced diploma) • 3D Animation, Art and Design (three-year advanced diploma) • Web Development (post-graduate certificate, degree required) <p>Note: The first year of study for the following three programs is shared, allowing students some flexibility when moving into their second year (third semester) of study:</p> <ul style="list-style-type: none"> • Graphic Design Advanced Diploma • Graphic and Package Design Advanced Diploma • Advertising and Graphic Design Diploma <p>This one year of common courses helps students coming right out of high school gain experience at the post-secondary level before choosing an area of specialization.</p>

MacEwan University	<p>Program Options Students will choose from a list of program options which will start in Year 2:</p> <ul style="list-style-type: none"> • Introduction to Photography • Introduction to Videography • Drawing for Illustration • Design for Interactive Media • Applied Photographic Design • Digital Imaging • Introduction to Motion Graphics • Web Design & Development II • Information Design • Typography & Motion • Brand Integration & Marketing • Publication Design • Internship <p>**This is the current list for 2013-14. The list of options includes subject areas from the previous five majors but will be expanded over time. The options and the terms in which they are offered may change based on enrolment and will be at the discretion of the program.</p> <p>Programs Offered</p> <ul style="list-style-type: none"> • Fine Art (two-year diploma, transferable to BFA programs throughout Canada)
Seneca College	<p>Programs Offered Seneca College offers 14 different Arts and Communication programs. Seneca's other design-related programs are:</p> <ul style="list-style-type: none"> • Art Fundamentals (one-year certificate) • 3D Animation (one-year certificate) • Game Art and Animation (one-year certificate) • Digital Media Arts (two-year diploma) • Independent Digital Photography (two-year diploma) • Independent Illustration (two-year diploma) • Visual Merchandising Arts (two-year diploma) • Animation (three-year advanced diploma)
College Scanned	Experiential Learning Component
Red River College	<p><u>Graphic Design Diploma</u> Work Experience Two work experience placements for second-year students. Term 3 – 2 weeks (currently mid-October); Term 4 – 3 weeks. Students must have successfully completed first-year GD studies and must be a student in good standing with a cumulative GPA of 2.0. Instructors arrange work placements for students based on academic performance, professionalism, workplace readiness and available opportunities.</p> <p><u>Post Graduate Advanced Diploma</u> NA</p>

<p>Cambrian College Of Applied Arts & Technology</p>	<p>Practicum Five weeks in the middle of Semester 5 (Oct. – Nov.)</p> <p>Students must obtain a cumulative GPA of 2.0 in all courses (electives included) to go on a work placement AND must have completed and passed all courses to date.</p> <p>Students are required to find their own five-week work placement and may travel outside of Ontario or outside of Canada to complete their practicum. Students often make these arrangements during the summer, receiving program approval at the beginning of Semester 5.</p>
<p>Capilano University</p>	<p>Work Placement There is no work practicum.</p>
<p>Conestoga College</p>	<p>Programming Conestoga’s GD program offers a project-based, experiential learning model providing students with practical and applied learning.</p> <p>Year 1: Students study traditional design techniques and are introduced to electronic design methods. All illustration work is hand-rendered. Year 2: Students develop a solid base in Mac-based GD software. Year 3: Students continue focusing on professional design principles and practices of communication in print-and screen-based media work in professional industry settings (6-week work placement) and develop their portfolios.</p> <p>Work Placements Students apply for work placements with industry professionals who have “advertised” for an available position. Students work with the organization for 80-120 hours after completing Term 6. Conestoga clearly identifies all procedures, requirements and expectations in its Work Placement Manual for both the student and employer.</p> <p>Assignments Zero tolerance for late assignments. With approx. 200 assignments given in Year 1, a late assignment receives an automatic “0”.</p> <p>Conestoga believes it’s imperative that each student has a great deal of consultation with faculty. The College’s “Integrated Holistic Deliveries” belief means that many assignments span several different courses, and with one faculty member assigned to that year of students, it’s conducive to consulting, collaborating and evaluating progress.</p>
<p>Dawson College</p>	<p>Practicum No practicum required</p>

Durham College	<p>Laptop Delivery Students enrolling in this program are required to purchase their own laptop (MacBook Pro 15" recommended). Required industry-specific software should be purchased after starting the program. Some software may be included in tuition fees.</p> <p>Work Experience Term 6 – 14 weeks</p> <p>Students apply their accumulated skills by working in a GD firm or organization. This field placement provides the opportunity to identify specific individual objectives for future employment as well as a chance to receive hands-on practical experience.</p> <p>Students must find their own placements with the support of faculty. This placement must be completed with an agency recognized and approved by faculty. Students apply for the agency of their preference throughout Semester 5 as part of the Fieldwork Seminar classes.</p> <p>The student must have successfully completed Portfolio Studies and obtained a minimum passing grade of 60% (GPA 2.0) in order to qualify for Field Placement.</p> <p>The student's progress is monitored throughout the 14-week internship through contact with the employer and student.</p>
George Brown College	None stated
Humber College	<p>Practicum Work Placement is an unpaid internship of 160 hours which normally takes place in May following the last semester of study. Students are responsible for finding their own placements within Canada or abroad. Faculty advisors support students in this process.</p>
MacEwan University	<p>Work Placement Starting in 2013-14, Term 6 students may choose "Internship" as one of their program options where they will work in the industry, dates and length of placement TBA.</p>
Seneca College	<p>In Semester 6, students complete 7 weeks of compressed academic courses (14 weeks of instruction into 7), then move into 7 weeks of either a field placement or an in-studio option.</p> <p>Work Placement Option Students do not automatically qualify for a field placement. They must attain a Cumulative GPA benchmark of 3.5 to be considered. They must also have passed the Semester 3 Effective Business Writing course (the pre-requisite for that is a College-Level English course) and they must have a design portfolio</p>

<p>Seneca College (cont'd)</p>	<p>ready for industry. Approx. 70% of students qualifies for and chooses to participate in the work placement option.</p> <p>Over the years, Seneca has established a roster of 30-40 design studios/organizations located in both downtown Toronto and in the outlying communities ready to accept students for a 7-week placement starting in either January, March, July or November. Students choose their top 3 choices for a work placement from this list.</p> <p>Because not all students can go to the most “popular” or well-known studios (i.e. their first choice), Seneca’s GD program coordinator looks at these choices, hoping to accommodate at least 2 of those choices. If the 3 top choices cannot be accommodated, the program coordinator selects 1 more match so that each student has 3 placement interviews with different firms. The interview process is extensive. Students have these 3 interviews during the 7 weeks of compressed academic courses. The first round of interviews lasts 2 weeks with most matches happening at this time. Students then go through a second round of interviews during another 2-week period if there are any new employers or if students have not yet been placed.</p> <p>In-Studio Practicum Option Students who do not qualify or who have not completed a design portfolio at this time choose the In-Studio Practicum where students work in a studio atmosphere with an in-studio supervisor from the College.</p> <p>Seneca has found there are several reasons why a student might choose this option. Students may not have completed their design portfolio by this time and would like to work on it with the help of a supervisor. They may want to go through the experience of a studio with an art director and ad manager, etc., working on not-for-profit projects or internal projects at the College. These students may feel they are not yet ready to work in an industry setting. Also, often for cultural reasons, students may be uncomfortable interviewing or may not feel confident in their ability to communicate effectively at this time.</p>
<p>Program Courses</p>	
<p>College Scanned</p>	<p>Courses Listed by academic year and semester or term</p>
<p>Red River College</p>	<p><u>Graphic Design Diploma</u> Term 1 Introduction to Electronic Publishing and Production Basics of Form History 1 Introduction to Advertising 1 Introduction to Typography Professional Communications 1 Principles of Drawing WHMIS</p>

Red River College (cont'd)	Term 2	
	Graphic Design 1	
	Life Drawing	
	Industry Research	
	Introduction to Advertising 2	
	Advanced Electronic Publishing and Production	
	History 2	
	Professional Communications 2	
	Advanced Typography	
	Term 3	
	Design Management	
	Campaign Strategy	
	Creative Imaging	
	Graphic Design 2	
	Electronic PrePress	
	Publication Design	
	Rendering for Illustration	
	Work Experience 1	
	Term 4	
	Design Management 2	
	Portfolio Presentation	
	Advanced Campaign Management	
	Advanced Creative Imaging & System Management	
Advanced Electronic PrePress		
Advanced Graphic Design		
Advanced Publication Design		
Advanced Rendering for Illustration		
Work Experience 2		
<u>Post Graduate Advanced Diploma</u>		
Term 1	Credit	
Advanced Typography 1	4	
Visual Explorations	4	
Advanced Communication Design 1	6	
Mentorship 1	3	
New Media	6	
Systems Management	3	
Community Design Project 1	3	
Term 2		
Portfolio Presentation	3	
Advanced Typography 2	4	
Advanced Visual Explorations	4	
Advanced Communication Design 2	6	
Mentorship 2	3	
Advanced New Media	6	
Systems Management 2	3	
Community Design Project 2	3	

Cambrian College Of Applied Arts & Technology	Semester 1	Credit
	Design Foundations I	4
	Intro to Graphic Design	3
	Graphic Design Photography I	3
	Art History I	3
	Electronic Publishing I	3
	Prepared for Success	2
	Semester 2	
	Design Foundations II	4
	Copywriting I	3
	Typography	3
	Computer Graphics Programs I	3
	Graphic Design Photography II	3
	History of Graphic Design	2
	Semester 3	
	Advertising Fundamentals	3
	Copywriting II	2
	Illustration I	3
	Graphic Production Fundamentals I	3
	Computer Graphics Programs II	3
	Website Design I	3
	Typography II	2
	One Elective	
	Painting I	3
	Printmaking I	3
	Sculpture I	3
	Semester 4	
	Advertising II	2
	Illustration II	4
	Production Fundamentals II	3
	Graphic Design – Print Media	3
	Website Design II	3
	Sustainable Design	2
Professional Practices	2	
One Elective		
Painting II	3	
Printmaking II	3	
Sculpture II	3	
Semester 5		
Corporate Identity	5	
Graphic Design: Photography III	2	
Advanced Design Applications	4	
Professional Practices II	2	
Website Design III	2	
Work Placement	5	

Cambrian College of Applied Arts & Technology (cont'd)	Semester 6	
	Portfolio Preparation	5
	Creative Thesis Project	4
	Website Design IV	5
	Typographic Design	4
	Arts General Education Elective I	3
Capilano University	Term 1	Hours
	Fundamentals of Communication for Artists & Designers	3
	Creative Thinking for Designers I	2
	Survey of Art and Illustration	2
	Life Drawing I	2
	Illustration Fundamentals I	2
	Drawing for Illustration I	2
	Photography for Designers	2
	Principles of Colour and Design	2
	Term 2	
	Survey of Design	2
	Creative Thinking for Designers II	2
	Introduction to Marketing for Graphic Designers	2
	Life Drawing II	2
	Illustration Fundamentals II	2
	Drawing for Illustration II	2
	Visual Culture Immersion	1
	Introduction to Typography	2
	Concepts for Design and Advertising	2
	Term 3	
	Applied Illustration I	2
	Brand Identity	3
	Typography Digital I	3
	Digital Applications I	0.5
	Digital Applications II: Image	2
	Digital Applications II: Layout and Vector	2
	Digital Media Design	2
	Applied Design I	3
	Term 4	
	Life Drawing III	2
	Applied Illustration II	2
	Information Design	2
	Typography Digital II	2
Digital Illustration I	2	
Applied Design II	3	
Digital Applications IV: Digital Media	2	

Capilano University (cont'd)	Term 5	
	Business Practices for Design and Illustration	1
	Advanced Illustration	2
	Production for Print and Digital Media I	1
	Self Promotion	1
	Packaging	3
	Digital Illustration II	2
	Digital Applications V: Digital Media	2
	Applied Design III	3
	Term 6	
	Illustration for Portfolio	1.5
	Production for Print and Digital Media II	1
	Digital Media Development	1.5
	Post Design and Illustration	1.5
Portfolio and Professional Development	4	
Advanced Design and Illustration	3	
Campaign Integration for Designers	0.5	
**During Term 6, students can focus on design or illustration.		
Conestoga College	Level One	Credit
	Interpersonal And Group Dynamics	3
	Design Fundamentals-A	4
	Illustration/Rendering Techniques I-A	3
	Introduction to Printing Technology Electronic Production-A	2
	Letterform Typographic Design I-A	4
	Photography Basics (Design)-A	2
	Two Dimensional Design I-A	4
	Electives: General Education - Student must complete a min. of 35 hours	
	Level Two	
	Design Fundamentals-B	4
	Illustration/Rendering Techniques I-B	3
	Introduction to Printing Technology Electronic Production-B	2
	Letterform Typographic Design I-B	4
	Photography Basics (Design)-B	2
	Two Dimensional Design I-B	4
	Electives: General Education - Student must complete a min. of 35 hours	
	Level Three	
	Client Relations and Self-Employment Strategies-A	3
	Illustration Rendering Techniques II-A	3
	Letterform Typographic Design II-A	5
	Packaging Graphics I-A	3
	Photography Practices (Design)-A	2
	Printing Technology Electronic Production I-A	2
	Two Dimensional Design II-A	5
	Level Four	
	Client Relations and Self-Employment Strategies-B	2
	Illustration Rendering Techniques II-B	3

Conestoga College (cont'd)	Letterform Typographic Design II-B	5	
	Packaging Graphics I-B	3	
	Photography Practices (Design)-B	2	
	Printing Technology Electronic Production I-B	2	
	Two Dimensional Design II-B	5	
	Level Five		
	Illustration Rendering Techniques III-A	3	
	Letterform Typographic Design III-A	5	
	Packaging Promotional Graphics-A	3	
	Printing Technology Electronic Production II-A	2	
	Professional Practice Employment Strategies-B	2	
	Thesis (Graphics)-A	2	
	Two Dimensional Design III-A	5	
	Level Six		
	Illustration Rendering Techniques III-B	3	
	Letterform Typographic Design III-B	5	
	Packaging Promotional Graphics-B	3	
	Printing Technology Electronic Production II-B	2	
	Professional Practice Employment Strategies-B	2	
	Thesis (Graphics)-B	2	
Two Dimensional Design III-B	5		
For full course descriptions: http://www.conestogac.on.ca/fulltime/1186.jsp			
Dawson College	Term 1	Hours	
	Basic Drawing Studies	45	
	23 Foundation Studies	45	
	History of Visual Communication	45	
	Letterform and Type Studies	45	
	Introduction to Page Layout Software	45	
	Basic Design Studies	45	
	Introduction to Pre-press Procedures	45	
	General Education		
	Introduction to College English	60	
	Phys. Ed. Option		
	Complementary Course 1	45	
	Term 2		
	Life and Still Life Drawing Studies	45	
	3D Foundation Studies	45	
	Camera Usage and Processing Techniques	45	
	Studies in Expressive Type	45	
	Typographic Grids	45	
	2D and 3D Basic Design Studies	45	
	Raster Image Scanning and Treatment	45	
	General Education		
	English Option		
	Phys. Ed. Option		
	French	45	

Dawson College (cont'd)	Term 3	
	Illustration Techniques	45
	Pictorial Symbol Design	45
	Lighting in Lens Media	45
	Explorations in Photographic Illustration	45
	Explorations in Type	45
	Design Explorations	45
	Paper and Printing Processes	45
	General Education	
	English Option	
	Humanities Option	
	Physical Activity and Autonomy	30
	Term 4	
	Semiotics in Visual Communication	45
	Explorations in Printed Illustration	45
	Sequencing in Lens Media	45
	Explorations in Logotype Design	45
	Explorations in Visual Communication	45
	Explorations in Promotional Design	45
	Pre-press Image Treatment	45
	General Education	
	English Option	
	Humanities Option	
	French Option	
	Term 5	
	Communication and Management	45
	Illustration Applications	45
	Teamwork in Video Production	45
	Information Design	45
Packaging Design	45	
Promotional Design Applications	45	
Multimedia Software Usage	45	
Technical Production for Print	45	
General Education		
Applied Ethics in Humanities	45	
Term 6		
Multimedia	90	
Publication Design	45	
Corporate Identity Design	90	
Promotional Design	45	
Technical Constraints	45	
Design Project Management	45	
General Education		
Complementary Course 2		

<p>Durham College</p>	<p>Semester 1 Art of Photography Conceptual Process Design 1 Design Writing Designing With Type Digital Illustration I Drawing I History of Media</p> <p>Semester 2 3D & Materials Art and Aesthetics Conceptual Process II Design II Digital Imagery & Editing Drawing II Perfecting Type: Paragraph Presentation/Sales Publication Design</p> <p>Semester 3 Advertising Book Design Corporate Identity Digital Illustration II Digital Imagery & Editing II Drawing For Art Direction Focused Typography New Media I</p> <p>Semester 4 Branding/Campaigns Design III Editorial Design New Media II Packaging Design Portfolio Assessment Studio Relations Visiting Designers Workflow Production</p> <p>Semester 5 Field Placement Seminar – Graphic Design General Education Elective Portfolio Studies The Business of Graphic Design</p> <p>Semester 6 Field Placement – 14 weeks</p>
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George Brown College	33 total courses required for graduation: 25 design required courses, 6 design elective courses, 2 general education elective courses.																																																																																
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George Brown College (cont'd)	<p>Communication Design Major:</p> <p>Semester 4</p> <p>Ideas and Images 42</p> <p>Information Design 42</p> <p>Editorial Design 1 42</p> <p>Web Design 2 42</p> <p>Design Elective 42</p> <p>Design Elective 42</p> <p>Semester 5</p> <p>Package Design 42</p> <p>Corporate Design 2 42</p> <p>Professional Practice 42</p> <p>Design Elective 42</p> <p>Design Elective 42</p> <p>General Education Elective 42</p> <p>Semester 6</p> <p>Design Thesis</p> <p>Design Elective 42</p> <p>Design Elective 42</p> <p>Electives</p> <p>Copywriting 42</p> <p>Web Design 3 42</p> <p>Web Design 4 42</p> <p>Illustration 42</p> <p>Exhibit Design 42</p> <p>Storyboarding/Visualization 42</p> <p>Advanced Imaging 42</p> <p>Motion Graphics 42</p> <p>Introduction to Design Management 42</p> <p>Editorial Design 2 42</p> <p>Modeling and Animation 42</p> <p>Audio/Video Design 1 42</p> <p>Audio/Video Design 2 42</p> <p>Studio Lab</p> <p>Experimental Typography 42</p> <p>Digital Photography 42</p> <p>Detailed Course Outlines</p> <p>http://gbcapps.georgebrown.ca/co/gbc/programs/G102.html</p>
Humber College	<p>Semester 1</p> <p>Typography 1</p> <p>Design 1</p> <p>Drawing 1</p> <p>Digital Design 1</p> <p>Packaging Design 1</p> <p>Packaging Studio Methods 1</p> <p>An Introduction to Arts and Science</p> <p>College Reading and Writing Skills</p>

<p>Humber College (cont'd)</p>	<p>Semester 2 Typography 2 Design 2 Drawing 2 Digital Design 2 Packaging Technology Strategic Thinking General Education Elective Workplace Writing Skills</p> <p>Semester 3 History of Graphic Design Information Design 1 Typography 3 Corporate Design 1 Design 3 Interactive Media Design Marketing Strategies General Education Elective</p> <p>Semester 4 Information Design 2 Editorial Design 1 Art Direction Contemporary Design Theory Interactive Media Design 2 Corporate Design 2 Digital Design 3 General Education Elective</p> <p>Semester 5 Typography 4 Editorial Design 2 Professional Practice Printing Technology Interactive Media Design 3 Portfolio – Graphic Design General Education Elective</p> <p>Semester 6 Entrepreneurship Career Connections for Graphic Designers Typography 5 Internship Major Studio Project Communications Systems Interactive Media Design 4</p> <p>Work Placement – 160 hours – May</p>
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MacEwan University	<p>Students must successfully acquire five categories of courses that must total 90 credits in order to graduate:</p> <ol style="list-style-type: none"> 1. Required Courses – 51 credits of general visual communication design courses offered through Design Studies; 2. Program Options – 21-27 credits in courses offered through Design Studies and provide additional knowledge in the field of study (min. of 9 credits at 300-level); 3. Liberal Arts Requirements – 6 credits of required courses in Social Sciences and Humanities that are outside of, but relevant to, the field of study (min. 3 credits at senior level 200-399); 4. Liberal Arts Options – up to 6 credits of optional courses to continue to explore interests outside of, but relevant to, the field of study; 5. English requirements – 6 credits of required English courses. 																		
	<table border="0"> <thead> <tr> <th style="text-align: left;">Term 1</th> <th style="text-align: right;">Credit</th> </tr> </thead> <tbody> <tr> <td>Drawing for Communication</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Design Studio I: Visual Organization, Composition and Visual Language</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Introduction to Design Software</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Image Structure & Meaning</td> <td style="text-align: right;">3</td> </tr> <tr> <td>English: Communications OR Analysis and Argument</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Term 1	Credit	Drawing for Communication	3	Design Studio I: Visual Organization, Composition and Visual Language	3	Introduction to Design Software	3	Image Structure & Meaning	3	English: Communications OR Analysis and Argument	3						
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Liberal Arts Requirement 2	3																		
Program Option 4	3																		

MacEwan University (cont'd)	Program Option 5	3
	Program Option 6 OR Liberal Arts Option	3
	Term 6	
	Design Issues Seminar	3
	Portfolio & Business of Design	3
	Program Option 7	3
	Program Option 8	3
Program Option 9 OR Liberal Arts Option	3	
Seneca College	Semester 1	Hours
	College English	3 hrs/wk
	Software Training I	3
	Typography I	3
	Colour Theory	3
	Visual Fundamentals	3
	Drawing	3
	Introduction to Computers and Applications	2
	Semester 2	
	Graphic Design I	3
	Software Training II	3
	Typography II	3
	History of Graphic Design I	2
	Design Process	3
	Photography I	3
	General Education Option	3
	Semester 3	
	Effective Business Writing	3
	Graphic Design II	3
	Software Training III	3
	History of Graphic Design II	2
	Design Production I	3
	Web Software I	3
	General Education Option	3
	Semester 4	
	Graphic Design III	3
	Corporate Design	3
	Design Production II	3
	Web Software II	3
	Interactive Design I	3
	Job Readiness	3
	General Education Option	3
	Semester 5	
Graphic Design IV	3	
Electronic Pre-Press	3	
Interactive Design II	3	
Portfolio Preparation	4	

Seneca College (cont'd)	<p>Semester 6</p> <table border="0"> <tr> <td>Graphic Design V</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Type in Motion</td> <td style="text-align: right;">3</td> </tr> <tr> <td>It's Your Business</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Professional Practices</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Field Placement</td> <td></td> </tr> <tr> <td>In-Studio Practicum</td> <td style="text-align: right;">3</td> </tr> </table> <p>Note: In Semester 6, each subject will run double time for half the semester. The other half will be field placement or in-studio practicum.</p>	Graphic Design V	3	Type in Motion	3	It's Your Business	3	Professional Practices	3	Field Placement		In-Studio Practicum	3
Graphic Design V	3												
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In-Studio Practicum	3												
College Scanned	Student Assessment												
Red River College	<p><u>Graphic Design Diploma</u> Student Evaluation Students complete assignments, presentations and exams for formal assessment. Students are evaluated on their technical skills, concepts and design work on a minimum of four projects per course.</p> <p>Work Experience Both employers and students complete evaluations at the end of the practicum. Faculty does make on-site visits during work experience.</p> <p><u>Post Graduate Advanced Diploma</u> NA</p>												
Cambrian College Of Applied Arts & Technology	<p>Students are assessed with a combination of written/tests/exams, skill demonstration and evaluation of group work, oral and written presentations.</p> <p>Practicum During the third year, Semester 5, eligible students gain experience and practical training with a participating employer for five weeks. Both students and industry professionals complete questionnaires about their experience. Survey results are posted on the College's GD website.</p> <p>http://www.ccgraphicdesign.ca/pages/placement.php#about</p>												
Capilano University	<p>Work Placement There currently is no work experience requirement at Capilano. Industry may request summer internships, and the program will post these, but Capilano does not actively seek out possible work practicum placements for students because of the time and resources it would require to coordinate.</p> <p>Student Evaluation Students are assessed with a combination of written tests/exams, skill demonstration and evaluation of group work, oral and written presentations.</p>												

<p>Conestoga College</p>	<p>Programming Conestoga’s GD program offers a project-based, experiential learning model providing students with practical and applied learning.</p> <p>Year 1: Students study traditional design techniques and are introduced to electronic design methods. All illustration work is hand-rendered. Year 2: Students develop a solid base in Mac-based GD software. Year 3: Students continue focusing on professional design principles and practices of communication in print- and screen-based media work in professional industry settings (6-week work placement) and develop their portfolios.</p> <p>Work Placements Students apply for work placements with industry professionals who have “advertised” for an available position. Students work with the organization for 80-120 hours after completing Term 6. Conestoga clearly identifies all procedures, requirements and expectations in its Work Placement Manual for both the student and employer.</p> <p>Assignments Zero tolerance for late assignments. With approx. 200 assignments given in Year 1, a late assignment receives an automatic “0”.</p> <p>Conestoga believes it’s imperative that each student has a great deal of consultation with faculty. The College’s “Integrated Holistic Deliveries” belief means that many assignments span several different courses, and with one faculty member assigned to that year of students, it’s conducive to consulting, collaborating and evaluating progress.</p>
<p>Dawson College</p>	<p>Student Evaluation A combination of written tests/exams, skill demonstration and evaluation of group work, oral and written presentations are used to assess students.</p> <p>Typically, a three-hour class would mean one hour of lecture and two hours of hands-on work in a computer lab. Students can use their own laptops but the College encourages students to use the up-to-date computer labs on campus.</p> <p>Work Practicum There is no work placement component. Employers can come to the College looking for a “stagiaire”, an intern, but because this is during class-time and unpaid, the College encourages these employers to attend the final Graphic Design Exhibit in May to hire students.</p> <p>All graduates show their work at a year-end Graphic Design Exhibit and maintain their own professional websites.</p>

Durham College	<p>Student Assessment Students are evaluated on a variety of activities, such as in-class discussions/applications, research tasks, writing assignments, proofreading exercises, peer assessments and reflections. Emphasis is placed on the creative process through project analysis, creative strategy, research, communication and final presentation.</p> <p>Work Experience During the 14-week work placement, faculty is in contact with both students and employers. Faculty makes on-site visits. Both employers and students complete workplace evaluations at the end of the placement.</p>
George Brown College	<p>A variety of delivery methods are used, either individually or in combination. These methods include projects, lectures, A/V presentations, in-class activities, handouts, individual/class discussions, review questions, tests, group work.</p> <p>Work Placement George Brown just started its work placement requirement in January 2013. Faculty members visit each student on site during the 6-, 8-, or 10-week placement. Both students and employers complete an evaluation at the end of the placement.</p>
Humber College	<p>Student Evaluation Students complete assignments, exams, individual and group presentations and essays for formal assessment.</p> <p>Work Placement Both students and work placement sponsors complete and sign forms outlining responsibilities and commitments before beginning the 160-hour unpaid internship. At the end of the internship, sponsors evaluate students by completing a two-page evaluation form.</p>
MacEwan University	<p>MacEwan's Design Studies Diploma offers hands-on studio courses, lectures, demonstrations and critiques that provide a balance of theory and practice.</p>
Seneca College	<p>Student Evaluation Students complete exams, assignments, presentations and essays for formal assessment.</p> <p>Work Practicum Students receive a Satisfactory or Unsatisfactory standing in their field placement or in-studio placement. One supervisor from each agency is named before the practicum to oversee the student during the 7 weeks. During Week 6, that supervisor completes an evaluation form for that student. At the end of the placement, students complete a self-evaluation form, giving a run-down of what happened during this time, what kind of work they were asked to do and what different skill sets they used/needed to perform these duties.</p> <p>College instructors have visited students on-site in the past, but now only visit if a student feels the placement is not going well or if an employer is new and has never had a student placement before.</p>

College Scanned	Curriculum Renewal
Red River College	<p><u>Graphic Design Diploma Advisory Committee</u> The GD's Advisory Committee has met irregularly in the past, but RRC's mandate is to meet twice a year. Faculty looks to the committee for validation that students are being taught what they need to know.</p> <p>Program Renewal Face validation was conducted several years ago. DACUM workshops were held in December, 2012. Full program renewal is taking place in 2012-13.</p> <p><u>Post Graduate Advanced Diploma Advisory Committee</u> The GD Advisory Committee has met irregularly in the past, but RRC's mandate is to meet twice a year. Faculty looks to the committee for validation that students are being taught what they need to know.</p> <p>Program Renewal Face validation was conducted several years ago. DACUM workshops were held in December, 2012. Full program renewal is taking place in 2012-13.</p>
Cambrian College Of Applied Arts & Technology	<p>Advisory Committee Cambrian's 12-member Advisory Committee consists of industry representatives from a broad range of organizations and design firms, college management and three student representatives (one from each year) who deliver "unedited" reports as well as an industry practitioner from outside of the local industry.</p> <p>This committee meets once or twice each year, commenting on policy, reviewing curriculum and planning for the program's future. Faculty acknowledges its vital role in the success of Cambrian's GD program.</p>
Capilano University	<p>Advisory Committee An 8-member committee meets ideally twice a year, but more often once a year.</p>
Conestoga College	<p>Advisory Committee The committee is composed of employers, practitioners and recent program grads. College representatives (students, faculty and administrators) are resource persons. The 7 industry participants are listed on the College's website.</p> <p>Program Reviews The GD curriculum is reviewed every 3 years by Conestoga's Quality Assurance department.</p>

Dawson College	<p>Advisory Committee There is no formal Advisory Committee at this time, however Dawson has had a committee in the past. Currently, industry representatives are invited to the Graphic Design Exhibition, a final exhibit of all graduates' work. Industry is invited to a "vernissage", an exhibit preview, prior to the formal opening to discuss industry trends and expectations.</p> <p>Program Renewal Course and program competencies are being updated in 2013 as part of a current formal program renewal. Dawson is waiting for signatures from Quebec's Ministry of Education to approve these changes which include adding more multi-media courses in the second and third year of the GD program.</p> <p>A full program renewal was conducted in 1998 when technological changes occurred and more computer labs were installed, and then another program review was conducted in 2008.</p>
Durham College	<p>Advisory Committee A committee of ten industry and student representatives meet twice a year and is very active in Durham's GD program. A new chair is actively recruiting new members for the 2013-14 academic year.</p> <p>Program Renewal Durham had a complete program review three years ago in 2010, which was updated through the College last year. After the review, some adjustments were made to course titles and content. A new course was implemented in Term 2, 3D & Materials, and Web courses were also added to the curriculum.</p>
George Brown College	<p>Advisory Committee George Brown's Advisory Committee has 7-10 members from the GD industry. It tries to meet two times each year in November and in May. Even though the College gives a great deal of notice for these meetings, attendance is not always possible.</p>
Humber College	<p>Advisory Committee Humber's eight-member Advisory Committee provides regular review and input of Humber's curriculum and industry developments during its twice-a-year meetings. The Committee is always analyzing and sharing emerging trends in the industry with the faculty.</p>
MacEwan University	<p>Program Renewal MacEwan completed a comprehensive design industry review in 2010. Its Advisory Committee played a part in those findings, encouraging the move towards a three-year program.</p> <p>As a result of a comprehensive industry survey and program renewal, MacEwan has established its new three-year Design Studies Diploma for 2013-2014. MacEwan is "opening up" the program so that students will no longer have specific majors, but rather will start customizing their own courses by selecting from 13 different program options, with more to be announced in the future (see list under Curriculum Model).</p>

MacEwan University	<p>Advisory Committee MacEwan's Advisory Committee is made up of several industry representatives as well as faculty and student representatives. An attempt is made to have an Advisory Committee meeting twice per year.</p>
Seneca College	<p>Program Review A 6-member committee finalized Seneca's extensive GD program review in June 2012.</p> <p>Advisory Committee Seneca's Advisory Committee has 7-9 members, all representing different areas of the industry and College. It meets once a year in either March or May.</p>
Industry Affiliations/Related Credentials	
College Scanned	Related Credentials
Red River College	<p><u>Graphic Design Diploma</u> Graduates of this program can receive advanced credit towards the Bachelor of Professional Arts (Communication Studies) at Athabasca University.</p> <p><u>Post Graduate Advanced Diploma</u> Transfer Agreements Graduates can apply for credit transfer at Athabasca University and the University of Manitoba.</p>
Cambrian College Of Applied Arts & Technology	<p>High School Partnership A Dual Credit program provides secondary school students with an opportunity to earn a number of credits at Cambrian College.</p> <p>University Degree Opportunities Graduates from this program may continue their studies at university and may receive credit for their prior College education.</p> <p>Portfolio Review Every spring, the Cambrian GD program hosts a Portfolio Review Day, where graphic design professionals visit the college's studios to individually review and critique students' work.</p> <p>RGD Ontario Students in the GD program are also student members of the Registered Graphic Designers of Ontario (RGD Ontario), and grads are eligible for Provisional RGD status upon graduation.</p>

<p>Capilano University</p>	<p>Study Abroad Program The Hokkaido College of Art & Design in Sapporo, Japan offers a 15-week exchange opportunity for one IDEA student in the 2014 summer term. This student has the opportunity to study abroad in a similar program while paying Capilano tuition fees and earning full college credits.</p> <p>The successful candidate must register for the following courses before going to Japan:</p> <ol style="list-style-type: none"> 1. One Beginning Japanese course during the Fall 2013 term at Capilano. Release from IDEA classes will be given if necessary. 2. Study Abroad IDEA (6 credits), covering all design/illustration course work undertaken in Japan. The student is registered in this course during the semester abroad. 3. Study Abroad Humanities (3 credits), covering Japanese Conversation and Japanese Culture courses in Sapporo. The student is registered in this course during the semester abroad. <p>The successful candidate will be required to register, but not pay for, the following Spring 2015 courses:</p> <ol style="list-style-type: none"> 1. IDEA Brand Identity (3 credits) 2. IDEA Applied Design II (3 credits) <p>The exchange student will be registered in at least two 3-credit courses on arrival in Japan, most likely Japanese Painting Work and Print Work (both require the lowest levels of Japanese language fluency). However, several instructors speak English and opportunities exist for enrolling in other courses of interest at no additional cost once the student arrives.</p> <p>Flights and transportation are the responsibility of the exchange student. An accommodation stipend is given upon arrival.</p> <p>Further details are available at:</p> <p>http://www.capilanou.ca/study-abroad/Exchange-Destinations/Hokkaido-College-of-Art---Design-(BISEN)/</p>
<p>Conestoga College</p>	<p>Articulation agreements Athabasca University – Bachelor of Professional Arts – Communication Studies Griffith University – Australia – Bachelor of Design or Master of Arts in Visual Arts Wilfrid Laurier University – Honours, Bachelor of Arts</p> <p>Recognized by the Registered Association of Graphic Design of Ontario (RGD).</p>
<p>Dawson College</p>	<p>Transfer Agreements Many students choose to go on to university after completing a three-year career/technical program at Dawson. Students may be required to take additional courses to qualify, though in some cases students may transfer credits.</p>

Durham College	<p>Transfer Agreements</p> <p>GD graduates may transfer up to 72 credits toward 120 credits for Athabasca University's Bachelor of Professional Arts – Communication Studies.</p> <p>Students may transfer up to 90 credits toward a total of 120 credits for Davenport University's (Michigan) Bachelor of Applied Business.</p> <p>Students may complete Griffith University's (Australia) Bachelor of Design in two semesters.</p>
George Brown College	<p>RGD Ontario</p> <p>Complimentary membership in the Association of Registered Graphic Designers of Ontario for all students.</p> <p>Transfer Agreements</p> <p>George Brown GD graduates may be eligible for credit at the following post-secondary institutions:</p> <p>Laurentian University (Sudbury) Griffith University (Australia) Athabasca University</p>
Humber College	<p>RGD of Ontario</p> <p>Humber College works closely with the Advertising and Design Club of Canada and the Registered Graphic Designers of Ontario. This program satisfies the educational requirement (three-year advanced diploma) necessary for graduates to pursue the Registered Graphic Designer of Ontario (RGD) designation.</p> <p>Transfer Agreements</p> <p>Graduates of Humber's GD program with an overall GPA of 70% or higher may be considered for admission to Humber's four-year Bachelor of Creative Advertising degree program and may complete the degree with the equivalent of six semesters of full-time study plus a work term.</p> <p>Successful graduates of Humber's Advertising and Design diploma program may qualify to receive advanced standing in Humber's Bachelor of Creative Advertising four-year degree program. Those graduates with an overall GPA of 75% or more will be considered for admission to the four-year degree program.</p> <p>The following institutions provide degree completion options for Humber's GD graduates:</p> <p>Edith Cowan University, Australia; Griffith University, Australia; Lakehead University, Thunder Bay, ON; University of Ontario Institute of Technology, Oshawa, ON.</p>

MacEwan University	<p>Transfer Agreements MacEwan has formal transfer agreements with Athabasca University (up to 60 credits toward a four-year Bachelor of Professional Arts Program in Communication Studies) and the Alberta College of Art and Design (for students specializing in photography, can apply for up to 60 credits of the four-year Bachelor of Design degree).</p>
Seneca College	<p>RGD of Ontario GD Graduates are affiliated and associated with: Design Exchange; Graphic Design Education Association; The Association of Registered Graphic Designers of Canada.</p> <p>Transfer Agreements Through transfer agreements and institution partnerships, graduates of Seneca’s GD program may be eligible for credit at the following post-secondary institutions:</p> <ul style="list-style-type: none"> • York University – any relevant major • Algoma University – Bachelor of Arts • Laurier Brantford – Honours Bachelor of Arts • Athabasca University – Bachelor of Professional Arts in Communication Studies • Concordia University – Bachelor of Fine Arts • Royal Roads University – Bachelor of Arts in Professional Communication • University at Buffalo – Bachelor of Arts in Studio Art or Bachelor of Fine Arts <p>Griffith University – Bachelor of Design, Master of Arts in Visual Arts.</p>
College Scanned	Current and Coming Challenges
Red River College	<p><u>Graphic Design Diploma Technology</u> Ten years ago there was little technology used in GD courses at RRC. Now instructors are teaching all the courses they used to teach as well as new courses based on industry-specific software and expectations. Keeping up with technology is an ongoing challenge, both in terms of faculty professional development and increasing costs.</p> <p><u>Class Size/Classroom Availability</u> Several years ago, enrolment was capped at 40 students in Year 1. Two groups of 20 students meant faculty had more time for interaction with students, marking their assignments and providing individual feedback. Now, as enrolment has reached 50-54 students in Year 1, the expectation for continued interaction is present, but resources are stretched.</p> <p>With the increase in enrolment comes a decrease in classroom availability. In some instances, there are not enough seats to accommodate the entire group of first-year students. All GD students (Years 1 and 2) currently have work space</p>

<p>Red River College (cont'd)</p>	<p>allocated to them on the 6th floor, but this large area is now also used as a classroom only because it accommodate everyone. It is less than ideal to teach in this space. Acoustics are poor, other students are present and the projectors, a necessity in graphic design, need to be of a higher quality.</p> <p>Work Placements Overall, the work practicum program is working well. Industry is responding promptly to RRC's requests. It does feel at times, though, that RRC is imposing on industry to take a student for a two- or three-week work placement. That amount of time is not long enough for a student to become embedded into the organization, but it can give the student a taste of what the profession expects of them.</p> <p>Also, because of the nature of the industry, some organizations are so busy at their peak times that they are unable to mentor or supervise a student. In contrast, when there is downtime, an organization might not have enough work for its own staff, let alone a GD student. Several government organizations will not take students for security reasons.</p> <p>Timing of the work placements is also being examined. By moving the first work placement to the end of Term 3, students may be better prepared than if they go on their practicum in the middle of the term.</p> <p><u>Post Graduate Advanced Diploma</u> NA</p>
<p>Cambrian College Of Applied Arts & Technology</p>	<p>Technology The "next frontier" for Cambrian College is to create a Post-Diploma in Web Development, a fourth-year, four-course extension to its three-year GD Advanced Diploma. The College is finding that it is adapting courses on the fly to keep up with this field which is changing by the minute. (Cambrian has not taught "Flash" since 2010).</p> <p>It is also a challenge to find experts to teach these courses because web developers are in such high demand and making such good money already. Currently, some students are leaving Cambrian and going to other Ontario colleges to specialize in Web Development. If Cambrian would develop this program, it could draw from its own three-year grads as well as from industry professionals who are looking to study part-time and to upgrade in this field.</p> <p>Funding Funding is always a concern. Every four to five years, new computers are purchased, installed and maintained, costing up to \$180,000 in 2013. If a percentage of tuition money could be held in reserve each year, the College could establish a carry-over technology fund which would greatly assist in this cost.</p> <p>Staffing The "new reality" of staffing at Cambrian is that more and more part-time instructors are hired to teach one or two courses each. These instructors must all be practicing professionals and have complete expertise in what they are</p>

<p>Cambrian College Of Applied Arts & Technology (cont'd)</p>	<p>teaching. Cambrian finds that tapping into the regional community is a win-win situation for everyone. Grads of the program are also coming back to teach part-time after working in the industry for a few years. This does, however, mean that meeting during the school year is a challenge, so communication is largely through email. At the end of the spring term, all faculty do convene for mandatory meetings.</p> <p>Student Retention There is significant attrition in Cambrian's GD program. In 2012-13, 48 students registered in September 2012 and by March 2013, 33 students remained in the program. Some students are leaving because of financial issues and some are leaving because of academic reasons.</p> <p>While college management and departments find this disconcerting, the GD program's Advisory Committee applauds it, saying it "does not want mediocre designers". It has advised the program that it would rather have fewer graduates with stronger skill sets.</p>
<p>Capilano University</p>	<p>Amount of Applications An average of 100 students apply for 30 available spots in IDEA's first year of studies.</p> <p>Staff Meetings Capilano prides itself on having such a diverse and experienced faculty. All instructors currently own their own design practices or run freelance studios AND come in to the University to teach one or two courses. This does, however, mean it is a challenge to meet formally as a staff. The role of the program coordinators is to support these instructors while ensuring a common vision for the IDEA program.</p> <p>Currently, faculty meets once at the beginning and once at the end of each term. Courses are laid out, pacing is examined and project/assignment deadlines are reviewed.</p> <p>Program Developments After years of discussion and collaboration, Capilano's IDEA program has proposed to become a four-year degree-granting program. This proposal is still pending approval from the BC Ministry of Education. The degree's tentative name is Bachelor of Arts in Visual Communication. This initiative ensures Capilano's goal of offering specialization, with concentrations in Graphic Design and Illustration. Capilano also wants to stay competitive with other design programs offered at other BC universities by offering a degree program. There are budget concerns as well about running a four-year degree.</p> <p>Campus Resources Ideally, the IDEA program would love to have a lounge area with couches and a small kitchen for students as they spend very long hours working on their projects. There are limited space resources for this however.</p>

<p>Conestoga College</p>	<p>Market Saturation 80% of Conestoga's GD students come from within a 100 km- radius and they tend to want to be employed in the area (Kitchener/Waterloo) after graduation. This means there is a risk of a target market saturation, so Conestoga is looking at creating a larger catchment area for both enrolment and work placements.</p> <p>Program Size Conestoga feels it could easily double or triple its GD enrolment because of its over-subscription history (300-400 students apply for 34 spots). The College feels, however, that this would jeopardize the quality of delivery. It wouldn't be able to offer 100-sq. ft. work stations to that many students. Conestoga says its small class size is exactly what makes this program unique combined with its very low attrition rate and exceptionally high employment rate upon graduation. This means that the level of commitment from both students and faculty remains very high.</p>
<p>Dawson College</p>	<p>Technology There is always a need to keep up-to-date with technological advances. Dawson is looking at increasing the amount of hours for multi-media courses in its three-year program. The content of these courses will also be modified in the near future.</p> <p>Faculty Meetings Meeting with all staff, both full- and part-time, is always a challenge, but the instructors are highly motivated to communicate effectively with each other.</p> <p>Industry Expectations Years ago, industry was hiring university grads, but once they hired a few College GD grads, they realized Dawson's program was very strong. Now the industry prefers to hire the College grad. It's a very competitive market, but there are jobs for talented individuals.</p>
<p>Durham College</p>	<p>Technology Keeping up with software changes and software agreements is always challenging. Durham is also looking into integrating more Web design content into the first year of courses.</p> <p>Field Placement While a 14-week work placement has great advantages (students make great strides with an agency or organization and often are hired after), this entire term is not a paid internship. Additional costs to the student, besides regular tuition, involve buying a GO Train pass \$170+ per month. Students are made aware of these additional costs early on in the program, but it still is a considerable and additional expense.</p> <p>Staffing Instructors from other programs in Durham's School of Media, Art & Design teach courses in the GD program. Also, there are more part-time instructors than ever, making it more difficult to conduct regular staff meetings. Part-time instructors also don't necessarily have regular office hours, as their part-time contract is limited to a certain number of hours of instruction, making it more</p>

<p>Durham College (cont'd)</p>	<p>difficult for students to meet with them.</p> <p>Student Retention Because the GD program is so demanding, there are some students who do not return for the second year, either because they've decided to take something else or because the workload was very heavy. Durham does realize the standards are high, but leading design studios in Toronto are telling instructors that these standards must be high if they want their students to be hired. Students who make great strides during their work placements will be offered jobs.</p> <p>Marketing The GD industry is growing in southern Ontario which means many Colleges are offering many different options in the Media and Design industry. More than ever, students can choose to specialize in Photography or Animation, Web design or graphic design. This means Colleges are vying for students. Marketing each program to new students takes time and money.</p>
<p>George Brown College</p>	<p>Technology In April 2013, George Brown College agreed to support the Mac-based labs the School of Design has been using for many years. Until now, tuition fees went to paying for upgrades and supports. At a cost of approx. \$1.2 million a year, keeping the labs up-to-date was a huge financial challenge for the department.</p> <p>Faculty The 20 part-time instructors are very involved in the GD industry. They are either freelance designers or are employed with larger agencies so they know what the current demands and trends are for the design industry. However, it's very difficult to find time to meet as a faculty, as George Brown does not pay part-time instructors for staff meetings. Besides the one mandatory staff meeting in May, communication is done through email.</p> <p>Industry Trends Everyone wants Web. Industry is telling George Brown that it needs to prepare its grads for interactive design. Right now, George Brown doesn't offer many courses in this area. It is looking into an Interaction Design stream in the future.</p> <p>Communication Skills George Brown says its students, and not only International students, have a great deal of problems writing and communicating effectively. When using design software such as InDesign, a program that does not have a built-in spell check feature, they are not proofreading and students continue to make errors in their work. The entire College is working at this issue.</p>

<p>Humber College</p>	<p>Technology The fast pace of the industry is one of the main challenges facing Humber's GD program. Years ago, entry-level graphic designers were given one week to make an ad. Now, with ever-changing advances in technology, the deadline is two hours. Preparing students for these demands can be challenging.</p> <p>Industry Expectations Humber's Advisory Committee has said that the Toronto design industry is no longer looking for junior designers. The industry wants to hire intermediate and advanced designers. The challenge, then, is to figure out if an "intermediate" designer becomes "intermediate" because of industry experience, or if Humber is supposed to graduate "intermediate" designers. Both the College and the Advisory Committee are not sure of the answer and what role each plays in finding a solution.</p>
<p>MacEwan University</p>	<p>Program History In 2000, MacEwan received funding from the Alberta government for 90 additional seats in their Design Studies program. It then established a "1 + 2" program for its students—a one-year Design Foundations Certificate followed by a two-year Design Diploma where students could choose to specialize in one of five majors. Initially there were three majors, then five majors when Motion Image and Photography were added in 2004. The current majors are:</p> <ul style="list-style-type: none"> • Exhibit Presentation • Motion Image • Photography • Illustration • Digital Media <p>This served the purpose of attracting more students, as well as offering those first-year graduates the option of transferring to the second year at the Alberta College of Art & Design (ACAD). MacEwan, as well as design industry representatives, did realize, however, that the one-year certificate program did not prepare its students to work in the industry without further instruction.</p> <p>Program Options The challenge in the "1 + 2" program has been to balance the number of students in each major, finding that Illustration was generally over-subscribed followed by Digital Media then Photography. This meant students were sometimes not able to register for their first choice of major. Students faced additional challenges with student loans as they were registered for a one-year program but which would actually turn into a three-year program. Other administrative challenges included the certificate being considered a separate program from the diploma majors, so students would have to re-apply to the majors and any paperwork already submitted, such as transcripts, would have to be re-assessed.</p> <p>New Program Options (See list under Curriculum Model) Part-time faculty will be collaborating with the Design Studies program to develop these courses.</p>

<p>MacEwan University (cont'd)</p>	<p>Faculty As for staffing, MacEwan does rely heavily on part-time faculty (approx. 35 at any given time). Advantages include having eager and knowledgeable industry professionals who are on top of current industry trends. Though MacEwan does have two full faculty meetings once or twice a year, it is difficult to schedule those meetings. Also, instructors who teach one or two courses may not and cannot have the same vision of the entire three-year program that full-time instructors have</p>
<p>Seneca College</p>	<p>Technology One major concern has always been keeping up with the intense changes in technology. Seneca's formal program review found that there is a strong need to increase the content of Web, Social Media and Interactive Responsive Design courses for all students.</p> <p>Student Readiness The program review also highlighted the need to increase students' literacy and numeracy skills and to find ways to see and apply literacy throughout the entire curriculum.</p> <p>Alumni surveyed during the program review identified the need for the program to emphasize job search techniques. Students already had portfolios at graduation but did not necessarily have the skills to go and get that industry job.</p> <p>Certificate Programs Seneca's GD program is heavily over-subscribed as is its Art Fundamentals certificate program, one reason being its geographic location (perimeter of Toronto, densely-populated and fast-growing area). The program review identified this and is now developing a new one-year certificate program, tentatively called "Design Communication Certificate". Whereas Seneca's Art Fundamentals course is known to lead into its Animation program, this new certificate would better prepare students to come into the three-year GD program. The new program hopes to have two intakes, one in September and one in January. It also hopes that a new faculty hire would anchor this certificate program.</p> <p>English Language Proficiency A large number of applicants are international students. Every student must complete English language testing. If their test results are really low but their drawing skills are strong and if they can communicate well orally, these students will be accepted in September, but with an offer held for them for one semester (the next one), when they will be re-tested. They will also be encouraged to study in other programs in order to increase their English language proficiency to an EAP result of 500.</p> <p>Faculty Seneca is looking at the distribution of workload for both full-time and part-time staff as well as looking at qualifications required of faculty. The program review recommended hiring another faculty member to specifically teach more Web and Interactive Media courses. Also, Seneca recognizes the need for more funding</p>

<p>Seneca College (cont'd)</p>	<p>for PD opportunities and a time allotment for faculty to attend conferences in order to keep up with all the technological changes in the industry. This is always a challenge given the already-full capacity workload of faculty.</p> <p>Seneca realizes it takes a lot of work to find time for both full-time and part-time staff to meet, to work as a team and to nurture their professional relationships.</p> <p>Five years ago, in order to facilitate communication, the GD program coordinator instituted an Integrated Curriculum Matrix system. All instructors meet and specifically identify what is taught and what assignments will be required for every course and every class, including instructors from other departments who teach electives and English courses. In an Excel worksheet format, all instructors can then see what is going on over the entire 14-week term in all classes. Halfway through the semester, all instructors meet again, discussing any issues and successes. At the end of the semester, everyone meets again for promotion sessions for the students. On another day, when all classes are finished, all faculty meet to revise the content of that Excel worksheet, making sure everyone is building and supporting content rather than overlapping material. For example, if there is a magazine assignment, it is supported in Print classes, Interactive Media, Photoshop, etc., with students working towards a strong final product. The result is that there is no one single focus, rather many different applications and variables to strengthen students' skills.</p>
<p>College Scanned</p>	<p>Comments</p>
<p>Red River College</p>	<p>Unique Features:</p> <p>Laptop Delivery Beginning in the fall of 2012, all first-year students are required to purchase their own laptop computers for the GD program. RRC will provide the industry-specific software necessary and a software fee is associated with this. RRC will also provide network access and help desk support if assistance is required.</p> <p>Staffing Because of recent retirements, there has been a considerable turnover of approx. 50% in faculty in the last 4-5 years. New hires have all been active as industry professionals for many years and are now eager to teach at the College level. They continue to work in the industry, ensuring students know what is expected of them and what the current industry trends are. This brings a sense of real rejuvenation to the program.</p> <p>Portfolio Information Night Twice a year, RRC's recruitment team sends out invitations to all high school students in Manitoba to come to the College, talk to GD instructors and see actual portfolios. Over 150 students and parents have attended each presentation. By looking through samples of students' work, the mystery of the portfolio is diminished for students, and the awareness and relevance of graphic design is increased for parents. This exposure has translated into approx. 120-180 applicants for the 50 available spots.</p>

<p>Red River College (cont'd)</p>	<p>Portfolio Preparation Courses Two 10-week courses are offered to high school students, mature students or interested individuals on how to prepare a suitable portfolio for submission to the GD program. The courses run from January to March, one on Saturday mornings and one on Wednesday evenings, 25 students per class. These courses are often filled to capacity.</p> <p>Grad Employment Rates RRC posts its annual Graduate Satisfaction & Employment Report on its website. Of 36 GD graduates in 2010/11, 16 responded to the survey:</p> <ul style="list-style-type: none"> • 31% of respondents report full-time employment in GD* • 19% report non-GD-related employment • 50% reported returning to school for further education* <p>*Note: These numbers reflect the fact that the strongest students plan to continue their studies in RRC's 3rd year Advanced Graphic Design program.</p> <p>Of 19 Advanced GD graduates in 2010/11, 8 responded:</p> <ul style="list-style-type: none"> • 75% report full-time employment in GD • 13% are self-employed in GD • 13% are looking for work in GD
<p>Cambrian College Of Applied Arts & Technology</p>	<p>Unique Features:</p> <p>History Cambrian College's GD program has been a three-year program for the last 40 years.</p> <p>Tools and Studio Space All GD students must purchase a Digital SLR camera kit for their studies. Cambrian is strongly committed to maintaining two 35-seat Mac computer labs and does not have a laptop program for its GD students. Students have free access to a fully-equipped photo studio as well as traditional drawing, painting and sculpture studios and a newly-equipped silk screening studio.</p> <p>Work Placements Cambrian has debated the length of its work placements and has arrived at a five-week standard. This amount of time allows travel options (both in Ontario and internationally) and also allows students to see a project through to its completion. Cambrian had looked at offering eight-week work placements but then thought it might be difficult for students to make adjustments to their work/assignments when they returned to school. Also, if a work placement was not going well, eight weeks would be very long for both the student and the organization.</p>

<p>Capilano University</p>	<p>Unique Features:</p> <p>Programming Capilano’s 3-year diploma program offers instruction in both communication design and applied illustration. Graduates are then enabled to integrate illustration and information design skills to create effective visual communication solutions.</p> <p>Portfolio Submissions The upcoming school year, 2013-14, is the first time Capilano will offer an online portfolio submission option. Capilano felt it needed to offer this option to stay competitive and because it was losing out on strong applicants. An applicant must obtain prior permission to submitting on line.</p> <p>Program Delivery Because computers are not used at all in Year 1 of the IDEA program, all second-year students are trained “from the bottom up” concerning computer software and digital work. Capilano feels this offers an even playing field to students, with everyone going through the same steps and the same rate. Feedback from graduates has also shown they appreciated the value in learning from “the beginning”.</p> <p>Graduation Rate Capilano has graduated 30/30 students some years. In other years, some students have found employment early so the graduation rate is a bit lower, but typically the grad numbers are between 24 and 28 of the original 30 students entering the program.</p> <p>Continuing Education Courses – “The Portfolio Place” Capilano offers four 10-week courses in the winter term (Jan. 30 - April 3) for students who are considering entry to the IDEA program and other Art, Design and Digital Media programs. All courses emphasize portfolio development.</p> <ol style="list-style-type: none"> 1. Graphic Design 911: “I need a terrific portfolio...now!” Students work on in-class projects to improve drawing skills, familiarity with elements of design, layout and composition. Students will produce 7-10 new portfolio-ready pieces. This course is recommended for applicants to the University’s IDEA program. (\$399 each course, Wed. evenings, 6:30-9:30, taught by IDEA co-coordinator Pascal Milelli) 2. Creative Mediums: Concept Development – students learn to use a variety of mediums and techniques, including India ink, pencil crayons, gouache, pastels and acrylics, while creating and strengthening their portfolios necessary to enter a full-time visual arts program. Emphasis is on the creative process from concept to realization. Assembling a portfolio is also covered, from choosing existing work to mounting procedures. The instructor will work with each student individually, helping to create more dynamic images. (recommended for applicants to the IDEA program) 3. Life Drawing (recommended for applicants to Capilano’s Commercial and Digital Animation programs)
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<p>Capilano University (cont'd)</p>	<p>4. Studio Arts Portfolio Preparation: Drawing and Painting (recommended for applicants to Capilano's Studio Art program) For more information on The Portfolio Place, visit:</p> <p>https://www.capilanou.ca/ce/portfolio/</p> <p>Summer Courses Capilano offers a summer program, "Foundations in Illustration & Design Certificate", for students who are looking to develop their portfolio for art school submission. This includes four different credit courses designed to help students explore their strengths and build their portfolios while learning about career prospects in the creative industry.</p> <p>Approximately 10-12 students register each summer, with a minimum 8 students required to run the courses. The courses are open to Grade 11 students and older. Some summer program grads are accepted into the IDEA program every year. Students do not work on computers during these courses. A photocopier is the only piece of "technology" used.</p> <p>The four courses are all nine full days in duration and taught by IDEA instructors. They can be taken individually or in sequence leading to a Foundations in Illustration & Design Certificate upon completion of one English or Communications course.</p> <p>Drawing Basics Colour, Mediums & Techniques Careers in Art & Design Design Basics</p> <p>English Elective: Contemporary Communications and Culture Academic Writing Strategies Studies in Contemporary Literature Contemporary Fiction</p> <p>Study Abroad Capilano offers a 15-week "study abroad" option but no field placements or internships.</p> <p>Work Placements None required at this time.</p>
<p>Conestoga College</p>	<p>Between 300-400 applicants apply each year for 34 spots.</p> <p>Unique Features: History Graphic Design was one of Conestoga's first 3-year advanced diploma programs established in the late 1960s.</p> <p>Employment Rates On its website, Conestoga writes that 94% of 2010-11 GD grads found industry</p>

<p>Conestoga College (cont'd)</p>	<p>employment within 6 months of graduation with an average starting salary of \$36,000.</p> <p>Work Placements Students must “apply” for an advertised work placement position. It’s a very competitive procedure for both student and workplace. The organization needs to make sure its job “ad” is attractive and the student needs to make sure he/she is well suited for the position. They will not be “coffee jockeys” during this time.</p> <p>Class Size Small class sizes (34 maximum accepted in Year 1).</p> <p>Work Stations Conestoga offers dedicated studio space of approx. 100 sq. ft. for each student. Students are assigned their own desks and work stations (in all years) and computers (in second and third year). Estimated cost of computers and software is \$15,000/student.</p> <p>Faculty One faculty member is assigned to instruct and follow a specific year of students for the entire year. Each full-time faculty member teaches about 15 hours per week, then 1-2 part-time faculty will teach the remainder of courses to that group of students. Faculty comes to the students’ workstations rather than students moving into classrooms where instructors teach.</p> <p>Portfolio Reviews At the end of every semester, students must present their portfolios to two people: a faculty member from a different year (to ensure objectivity) and an Advisory Committee member who will provide comments and a gap analysis of the student’s work. Faculty evaluates the students using a common rubric.</p>
<p>Dawson College</p>	<p>Admission Procedures Dawson’s GD program accepts a maximum of 50-55 students for the first year of studies from an average of 115 applications. Dawson does not accept that number of 50 students if a student’s admission requirements are not strong. Students not accepted into the GD program are encouraged to enroll in the Creative Arts department, choosing courses from six profiles/majors, including Visual Arts, Interactive Media Arts and Cinema/Video/Communications. Here students can gain the skills and knowledge necessary for the preparation of a strong portfolio for university studies.</p> <p>Student Retention Dawson has a very high rate of student retention through its three-year program. It averages 38-40 grads per year.</p> <p>“Student-For-The-Day” Prospective students are invited to attend “Student-For-The Day” programs scheduled several times throughout the academic year.</p> <p>Quebec Requirements Graduates are bilingual and trilingual which offer an extra advantage for employment and freelance work.</p>

<p>Dawson College (cont'd)</p>	<p>To graduate from Dawson College and to receive a DEC Diploma, every student must take four General Education English courses, two French courses, three Humanities courses, three Phys. Ed courses as well as two complementary courses.</p> <p>Employment Rates A recent survey shows Dawson has a high rate of employment for its GD graduates. Approximately 70-90% of graduates find jobs in the industry upon graduation.</p> <p>Year-End Exhibit Since 2003, the graduating class has participated in the Graphic Design Exhibit, a hugely-successful event which attracts future employers and industry practitioners.</p>
<p>Durham College</p>	<p>Unique Features:</p> <p>Programming Durham's GD program moved to a three-year advanced diploma from a two-year diploma in 1990. Now there is increased interest/pressure to move to a four-year degree program because of the high demand and the growing market in southern Ontario.</p> <p>Portfolio Information Sessions Durham invites prospective students to attend one of four evening portfolio information sessions to help applicants put a portfolio together and build self-confidence (two in November and two in January, 6-8 pm).</p> <p>The sessions offer the following:</p> <ul style="list-style-type: none"> • How to make a student's portfolio reflect what he/she is about • How to organize a portfolio and make an interesting visual presentation • The importance of including a range of themes and mediums • Tips from the pros on how to polish your portfolio • What an applicant needs to know about admissions <p>Grad Show – The Design Exchange, Toronto This 10-day show is held annually in mid-April in downtown Toronto and showcases students' best designs. It takes place at The Design Exchange, a non-profit museum and centre of Canadian design located in the historic Toronto Stock Exchange building. A large reception is open to the public and industry on opening night. It's a hugely popular event with the students, faculty and industry, but also requires a great deal of work for mounting pieces, setup, displaying work and takedown.</p> <p>The 2012-13 academic year is the first time in the show's 12 years that all three years of students are eligible to exhibit their work. Until now, it has been reserved for grads only.</p> <p>Third-year students (approx. 50) submit their entire portfolio of work for judging which they have worked on in a Term 5 Portfolio course. Durham's GD faculty then chooses and selects the pieces for the Grad Show. First- and second-year</p>

<p>Durham College (cont'd)</p>	<p>students are allowed as well, but pieces are limited to a certain number.</p> <p>Employment Rates Since 1998, colleges have been mandated by the Ontario government to collect and report performance data in five areas – graduate satisfaction, student satisfaction, employer satisfaction, employment rate and graduation rate. These statistics are all published annually on the Colleges Ontario website. Between 80-90% of Durham's GD students are employed upon graduation in the GD industry.</p>
<p>George Brown College</p>	<p>Unique Features:</p> <p>Streams In Semesters 1-3, students study core subjects of design such as typography, production, digital applications, drawing for design and design culture.</p> <p>In the Semester 4, students choose a major (either Communication Design or Advertising Design) and continue to develop their applied skills in intensive studio projects. This year George Brown had three sections of Communication Design students and one section of Ad Design students.</p> <p>In Semesters 5 and 6, students become involved in a thesis or major project, combining all their skills, culminating in the year-end Design Show.</p> <p>Design Thesis This 14-week course in Semester 6 gives students the opportunity to develop their own ideas specific to their chosen major. Students MUST consult with the professor as well as the thesis coordinator in Semester 5 to develop a plan for their project and receive approval.</p> <p>The thesis includes research, project management and a creative design component, culminating in a final thesis in book format and PDF file of the book. The book may also include other formats, such as digital and 3-D mock-ups or film/video work in addition to the book.</p> <p>There are three options for the Design Thesis:</p> <ol style="list-style-type: none"> 1. Independent Study Project – From an approved proposal, students research and examine their area of interest and create an innovative strategy for effective and targeted implementation. Students must synthesize contemporary opinions on design, art, science and technology. The thesis must combine experience, research and knowledge and express an innovative vision. 2. Applied Project – Students must research and contact a recognized charitable or not-for-profit organization of interest to them. The client MUST be approached for consultation and research and MUST provide some mentoring in order to optimize the thesis process. The contact person (product manager, client liaison, curator, art director, social worker, etc.) will not guide the design process but will guide the research component.

<p>George Brown College (cont'd)</p>	<p>3. Studio Project – Students will produce work for an online digital magazine to promote the design philosophy, approaches and work from the School of Design students and faculty. The professor/art director of the particular subject will guide the Studio Project. The Studio Project students also works with Luigi Ferrara, the director of the School of Design, and Luke Canning, partner and creative director of Grand and George Brown's designer-in-residence.</p> <p>Students are evaluated through grades, in-class critiques, external critiques and final evaluation. Marks are gathered project by project, with an average of marks taken at the end of the term. External designers judge the student's theses at the end of April each year and give critiques.</p> <p>Full Details on the Design Thesis are available at: http://djolessons.com/web_portfolio/docs/Thesis_2010_outline.pdf</p> <p>Studio Lab One elective offered is called Studio Lab. Established in 2005, this in-house design lab strives to create a studio environment allowing students to work on real projects with real clients, often from the not-for-profit sector. Students compete for an opportunity to work here during Semester 6. Local organizations offer real-world design projects for students who then take these projects from initial concept to final product.</p> <p>Students are taught skills such as how to pitch ideas to clients, negotiate with them and respond to deadlines in a professional manner.</p> <p>Projects usually last from between 5-6 weeks, starting with a project launch with a client. In week 2, students come back with preliminary ideas and research for the client to review. For the next 2 weeks, students refine their designs and instructors assist students to tighten up the design work. In week 5 or 6, the clients come back for a final presentation.</p> <p>Students take on various roles such as project manager, lead graphic designer, accounts manager and information architect, etc. while working with their peers and instructors in this hands-on environment.</p> <p>Work Placement George Brown just started its work placement component in January 2013 because of a College-wide mandate to have work placements in all its advanced diploma programs by 2017. Forty students participated this year.</p> <p>While still experimenting with the format, only students with a GPA of 2.50 were eligible to participate in a work placement this year. Three faculty members were responsible for posting placement opportunities for students, interviewing them, making arrangements with the employers and visiting the students during their stay.</p> <p>The employers had the flexibility this year of having a student for either 6, 8 or 10 weeks during Semester 6, but it had to be for a minimum of 105 hours. Employers said they really appreciated these flexible options to accommodate</p>
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<p>George Brown College (cont'd)</p>	<p>their work schedules and to optimize the students' time with them.</p> <p>Students prepared for their work placements during Semester 5 during the Professional Practice course. Students wrote design proposals and applied self-branding to their traditional and digital portfolios. They also conducted mock interviews to prepare for their work placements.</p> <p>Student Attrition George Brown receives approximately 200 complete applications each year for its GD program (portfolio, writing assignment, special ad assignment). Approximately 30 students leave the GD program before completing the first year, so George Brown has found that by offering a January intake for 30 students, the September Semester 3 fills up again to about 120 students.</p> <p>Art and Design Foundation Certificate Students who receive a GPA of 3.0 in George Brown's certificate program are automatically accepted into the three-year GD program and do not have to complete the entrance portfolio requirement.</p> <p>The certificate program has a large enrolment of 180 students (6 sections of 30). Approx. 10 are accepted into GD automatically each year.</p>
<p>Humber College</p>	<p>Unique Features: Enrolment Humber College receives approximately 700 applicants each year for 70 spots in Graphic Design, 70 spots in Advertising and Graphic Design and 35 spots in Graphic and Package Design.</p> <p>Industry Participation Humber offers opportunities to participate in industry competitions throughout the program.</p> <p>Students gain real-world experience through Humber's Ad Centre, an in-house ad agency. Students take on the roles of creative directors and accounts executives while producing campaigns for commercial and non-profit clients while building connections in the industry and expanding their portfolio.</p>
<p>MacEwan University</p>	<p>Unique Features: Common First Year Besides the establishment of the three-year advanced diploma, a major change in the 2013-14 programming will be that all Year 1 students will take four mandatory courses plus options in English courses – a consistent, common year of study. As they progress in their studies, they will start to customize their own courses, selecting from a variety of Program Options.</p> <p>“Student-For-A-Day” MacEwan offers information sessions called “Design Studies Student for a Day” several times each term so prospective students can attend class, meet current students, talk to faculty and learn more about the program.</p>

<p>Seneca College</p>	<p>Program Overview The focus of Seneca’s GD program is: First year: students concentrate on developing an understanding of design fundamentals. Second and third years: students apply these principles to a variety of design problems. Third year: students will design materials for print and the web and will also participate in a field placement.</p> <p>Application Procedures Seneca receives over 300 GD applications each year. It sends 140 offer letters for 70 spots for September. Of those students offered spots, faculty has often said they would never want to be up against them for a GD job, as their technical skills are already amazing.</p> <p>For the January intake, 100 applicants applied for 35 spots and for the May start, 50 applicants applied for 35 spots. Seneca notes that in May, the applicants are often second-career people serious about going into a new career. Because of the May intake, these applicants are out of the high school loop and are not “fishing” for a program but rather have a specific intent.</p> <p>Seneca has found that everyone’s definition of “original” artwork is different for work submitted for the admissions portfolio. During the in-person orientation session, a student’s drawing skills and concept realization skills can be assessed quickly and on-the-spot, determining that his/her artwork was, in fact, original or not. The 5-page test is meant to be tricky, testing the student’s ability to understand and communicate carefully and accurately.</p> <p>Unique Features: Field Placement 7 weeks compressed courses for academics; AND 7 weeks work experience with two options: In Studio (in house) OR Field Placement.</p> <p>Student Retention/Employment Rates The largest fallout of GD students comes in January with the program losing approx. 10% of the first-year students.</p> <p>Seneca reports a GD grad employment rate of approximately 80-84% within the first year of graduation. After a work placement, top students will often be offered a contract, from 3 months long up to a 1-year contract or full employment.</p> <p>The GD program is located at Seneca’s campus on the perimeter of Toronto. The GD program validates this geographic location by offering such a wide variety of locations for its work placements and is finding that many creative centres are located outside of Toronto. The high demand for this program also results in justifying changes and expanding the program.</p>
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A2 - ENVIRONMENTAL SCAN Graphic Design, 1 Year Certificate Programs

College Scanned	College - Full Name Address
Cambrian College of Applied Arts	<p>Cambrian College of Applied Arts School of Creative Arts and Design 1400 Barrydowne Road Sudbury, ON P3A 3V8</p> <p>Rick Neufeld, Coordinator Ph: 705.566.8101 Ext. 7614</p> <p>Email: richard.neufeld@cambriancollege.ca</p>
George Brown College	<p>George Brown College, School of Design Graphic Design Program (G102) St. James Campus 230 Richmond Street East, Suite 116A Toronto, ON M5A 1P4</p> <p>416.415.5000 ext. 2137</p>
Mohawk College	<p>Mohawk College School of Media & Entertainment 135 Fennell Avenue West Hamilton, ON L9C 1E9</p> <p>Wes Beckett, Coordinator, Art and Design Foundations Ph: 905.575.1212 Ext: 4262 Email: wesley.beckett@mohawkcollege.ca</p>
Seneca College	<p>Seneca College 1750 Finch Ave. East Toronto, ON M2J 2X5</p> <p>Bill Suddick, Coordinator, Art Fundamentals Program Ph: 416.491.5050 Ext. 33442 Bill.Suddick@senecacollege.ca</p>

College Scanned	URL
Cambrian College of Applied Arts	www.ccgraphicdesign.ca
George Brown College	www.georgebrown.ca/design
Mohawk College	www.mohawkcollege.ca/media-entertainment-programs/art-design-foundations-certificate.html
Seneca College	www.senecac.on.ca/fulltime/AFD.html
College Scanned	Number of Students Number of Faculty
Cambrian College of Applied Arts	<p>Number of Students 32-34 students (one group)</p> <p>Number of Faculty 0 full-time 3-4 part-time, shared with other programs</p>
George Brown College	None stated
Mohawk College	<p>Number of Students 35</p> <p>Number of Faculty 1 full-time 4-5 part-time, shared with other design programs</p>
Seneca College	<p>Number of Students 32 in each intake (Sept., Jan. and May), totaling 96 students per academic year</p> <p>Number of Faculty 2 full-time, shared with other programs 5-6 part-time, shared with other programs</p>

College Scanned	Credential Certificate, Diploma or Applied Degree
Cambrian College of Applied Arts	Ontario College Certificate
George Brown College	Ontario College Certificate
Mohawk College	Art and Design Foundations Certificate
Seneca College	Ontario College Certificate
Entrance Requirements	
College Scanned	Regular Admission
Cambrian College of Applied Arts	Entrance Requirements OSSD (30 credits) or equivalent OR Mature Student status including any Grade 12 English (C, U of M)
George Brown College	Entrance Requirements Grade 12 English (C or U). Ontario Secondary School Diploma (OSSD) or equivalent. Mature Student status (19 years or older and without a high school diploma at the start of the program). Eligibility will be determined by academic achievement testing.
Mohawk College	Entrance Requirements Ontario Secondary School Diploma or equivalent (Mohawk Academic Upgrading, GED), including: Grade 12 English E, C or U or equivalent OR Mature student status
Seneca College	Entrance Requirements Ontario Secondary School Diploma with a majority of senior credits at the College Preparation (C), University Preparation (U) or University/College Preparation (M) OR Mature Student Status (19 years or older) AND Grade 12 English: ENG4(C) or ENG4(U) Desired courses Grade 12 Art Basic computer skills including Windows or Macintosh OS, word processing and spreadsheet software

College Scanned	Pre-requisite Skills What skills, if any, are a pre-requisite for entrance into the program?
Cambrian College of Applied Arts	None stated
George Brown College	None stated
Mohawk College	None stated
Seneca College	None stated
College Scanned	Special Selection Criteria i.e. portfolios, interviews, prior work experience, standardized tests, etc.
Cambrian College of Applied Arts	None stated
George Brown College	<p>Graduates of this program with a cumulative GPA of at least 3.0 are eligible for direct entry into the Graphic Design program at George Brown College.</p> <p>RPL Yes</p>
Mohawk College	<p>Although there is no portfolio required, strong drawing and artistic skill sets are recommended.</p> <p>RPL Yes</p>
Seneca College	<p>There is no portfolio requirement. Depending on the amount of applicants each year, selection may be a two-step process.</p> <ol style="list-style-type: none"> 1. Academic Achievement (grades in pre-requisite subjects and/or scores in English and Reading Comprehension tests) may be used to select applicants who are eligible for Step 2. 2. Attendance at an orientation session and the completion of program-related assignments such as a drawing test. Applicants who are unsuccessful in Step 1 will be notified by mail, and will not be included in Step 2 of the selection process.

Structure	
College Scanned	Length of Program Contact Hours
Cambrian College of Applied Arts	<p>Length 2 Semesters (8 months)</p> <p>Division of Academic Year Fall semester: September – December Winter semester: January – April</p>
George Brown College	<p>Length 1 year (2 semesters)</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April</p>
Mohawk College	<p>Length 1 year (28 weeks)</p> <p>Division of Academic Year Fall Semester – September – December Winter Semester – January – April</p>
Seneca College	<p>Length 2 Semesters (8 months)</p> <p>Division of Academic Year Fall Semester: September – December Winter Semester: January – April Spring Semester: May – August</p>
College Scanned	Options for Taking Program
Cambrian College of Applied Arts	<p>Delivery Options Full-time day only</p>
George Brown College	None stated
Mohawk College	<p>Delivery Options Full-time day only</p>
Seneca College	<p>Delivery Options Students may begin the certificate program full-time in the Fall, Winter or Summer semester.</p>

College Scanned	Program Streams
Cambrian College of Applied Arts	Programs Offered Graphic Design (3-year advanced diploma) Animation (3-year advanced diploma)
George Brown College	None stated
Mount Royal	Programs Offered Graphic Design Production – Integrated Animation (two-year diploma) Graphic Design (three-year advanced diploma) Creative Photography – Still and Motion (two year diploma)
Seneca College	Programs Offered 3D Animation (one-year certificate) Game Art and Animation (one-year certificate) Digital Media Arts (two-year diploma) Independent Digital Photography (two-year diploma) Independent Illustration (two-year diploma) Visual Merchandising Arts (two-year diploma) Animation (three-year advanced diploma)
College Scanned	Number of Intakes
Cambrian College of Applied Arts	None stated
George Brown College	None stated
Mohawk College	None stated
Seneca College	None stated
College Scanned	Experiential Learning Component
Cambrian College of Applied Arts	None stated

George Brown College	None stated	
Mohawk College	None stated	
Seneca College	None stated	
Program Courses		
College Scanned	Courses Listed by academic year and semester or term	
Cambrian College of Applied Arts	Semester 1	Credit
	Ideas and Imagery	3
	Design Fundamentals	3
	Colour and Design	2
	Presentation Skills	2
	Fundamentals of Drawing	3
	Fine Art Studio 2D	3
	Introduction to Art History	2
	Introduction to Digital Photography	3
	Semester 2	
	Life Drawing	3
	Drawing from your Imagination	3
	Applied Colour	3
	Fundamentals of Web Design	2
	Introduction to Digital Video	2
Analytical Drawing	3	
Fine Art Studio: Three-Dimensional	2	
Graphic Design Studio	3	
George Brown College	Semester 1	Hours
	Foundation Drawing I	42
	Foundation Design	42
	Digital Art and Design	42
	Visual Imaging	42
	Art Culture	42
	College English	42
	Semester 2	
	Foundation Colour	42
	Art Showcase	28
	Foundation Drawing II	42
	Foundation Materials	42
Portfolio Design	42	
Design Process	42	

Mohawk College	<p>Semester 1</p> <p>Character Design 2</p> <p>Illustrations 3</p> <p>Artistic Web Design Applications 2</p> <p>Promotional Printing 2</p> <p>Promotional Image Design 2</p> <p>Graphic Design 2</p> <p>Figure Drawing 3</p> <p>Typography 2</p> <p>Semester 2</p> <p>Design Output Assembly 2</p> <p>Portfolio Development 3</p> <p>Animation 3</p> <p>Image and Inspiration 2</p> <p>Illustration Techniques 2</p> <p>Digital Art Photography 3</p> <p>Communication D 4</p> <p>OR</p> <p>Communication 3</p>	<p>Hours</p>
Seneca College	<p>*Courses currently under review.</p> <p>Semester 1</p> <p>Figure Studio 1 4</p> <p>Colour Studio 3</p> <p>Design I: Composition and Creativity 3</p> <p>Digital Design I 3</p> <p>Drawing I 3</p> <p>*Portfolio – Cultivating Creativity – (7-week course) 2</p> <p>College English 3</p> <p>Introduction to Computers and Applications 2</p> <p>Semester 2</p> <p>Figure Studio II 3</p> <p>Applied Art History 3</p> <p>Painting Studio 3</p> <p>Design II: Manufacturing Meaning 3</p> <p>Digital Design II 3</p> <p>Drawing II – 3 hrs</p> <p>*Portfolio II – Building a Career Path (7-week course) 2</p> <p>General Education Option 3</p>	<p>Hours</p>
College Scanned	Student Assessment	
Cambrian College of Applied Arts	Students are assessed with a combination of written/tests/exams, skill demonstration and evaluation of group work, oral and written presentations.	

George Brown College	None stated
Mohawk College	<p>The Art and Design Foundations program explores various aspects of the graphic arts industry. Students will work with industry software in Mac computer labs, with cameras and photographic equipment, as well as various mediums of art, including traditional illustration and life drawing.</p> <p>Both traditional and digital art are major components of this certificate program.</p> <p>Portfolio Requirements Students will develop an art and design portfolio (both digital and traditional) toward application in further design-related study. There is no guaranteed acceptance into any other Mohawk program.</p>
Seneca College	<p>The certificate program provides the student with a foundation in art, whether that is as an animator, multi-media artist or graphic designer. The goal is that upon completion, the student will be better prepared to succeed in further post-secondary programs in a variety of communication arts and traditional arts-based programs. There is no guarantee, however, of acceptance into any other Seneca program.</p> <p>The hands-on curriculum, with subjects such as drawing, illustration, design, colour theory, photography and art history, are taught by working artists. Students are evaluated through a combination of written tests/exams, skill demonstration and independent and/or group presentations, both written and oral. There is no practicum component in this one-year program.</p>
College Scanned	Curriculum Renewal
Cambrian College of Applied Arts	<p>Program Renewal Cambrian has undergone regular program reviews. The second year Studio Component mentorship program came about because of the most recent program review.</p>
George Brown College	None stated
Mohawk College	<p>Program Review Mohawk's Certificate program began a few years ago. Mohawk's GD program just switched to a 3-year advanced diploma program in 2012-13.</p> <p>The goal of this program is to provide exposure to the creative side of GD, communication media and traditional arts and to assist students in making an informed choice in their selection of a program major.</p>

Seneca College	<p>Advisory Committee A cross-section of various Toronto-area fine artists, ad executives, illustrators and designers meet once or twice a year to offer advice and review curriculum. Overall, the committee is very happy with the basic foundation Seneca is offering students prior to going into more specialized fields. Faculty actively looks to members of the committee for ideas and suggestions.</p> <p>Program Review There has not been a formal review in recent years but may occur in the future. Curriculum changes are discussed within the department and implemented outside of that formal review.</p>
Industry Affiliations/Related Credentials	
College Scanned	Related Credentials
Cambrian College of Applied Arts	<p>High School Credits A Dual Credit program provides secondary school students with an opportunity to earn credits by participating in post-secondary courses that count towards both their secondary school diploma and their post-secondary diploma. The course, “Exploring Art and Design”, is one of these courses. The Dual Credit program is for eligible students who will be heading to a post-secondary institution after attaining their OSSD.</p> <p>Advisory Committee Cambrian’s certificate program has an advisory committee that meets once a year. This meeting is helpful, but is sometimes seen as a venue for the College to “toot its own horn” rather than to discuss challenges and difficulties (i.e. funding) that the program is experiencing.</p>
George Brown College	None stated
Mohawk College	<p>Transfer Agreements A percentage of certificate grads (approx. 50%) move into Humber’s Integrated Animation, GD or Photography programs. Graduates may receive exemptions for a few courses in Mohawk’s other programs.</p>
Seneca College	<p>Transfer Agreements A percentage of certificate grads move into Seneca’s other programs but a spot is not guaranteed. Graduates of the Art Fundamentals program may be eligible for credit at York University. A percentage of certificate grads move directly into the Bachelor of Fine Arts program at neighbouring York University.</p>

College Scanned	Current and Coming Challenges
<p>Cambrian College of Applied Arts</p>	<p>Student Preparedness If students do not have a level of portfolio suitable for admission to the GD or Animation programs, or if they do not know what art industry direction they want to take, they are strongly encouraged to register for this one-year certificate program to develop their abilities and interests.</p> <p>On average, of the 32-34 students who register each year, seven or eight go into Cambrian's Graphic Design program, seven or eight go into its Animation program and the balance stay and take the certificate program again, wanting to further strengthen their artistic skills.</p> <p>After successfully completing this certificate, Cambrian is finding these students are fully equipped for its GD program and are often the program's strongest students. They have already endured a fair degree of college-level homework and now know the commitment needed to succeed at the post-secondary level.</p> <p>Class Size Right now the class size in September is large (32-34). If the College would divide this group into two groups, administration is concerned the numbers would go too low, considering that between 8-10 students leave the program before graduating each year.</p> <p>Staffing By having only part-time instructors, scheduling classes is extremely difficult. Cambrian needs to accommodate the designer, who also runs/works in a business full-time and teaches a three-hour class once a week, for \$50/hour.</p> <p>There are two classifications of instructors based on number of hours taught per week – those who teach less than 6 hours/week and those who teach between 6 and 12 hours/week which is considered a partial load. If a full-time instructor would be hired, he/she would be expected to teach 15 hours maximum per week for the first year.</p> <p>The College only pays for contact hours, not for preparation, writing curriculum, marking or meetings. When everyone is part-time, it seems a lot of work is being done "for free".</p>
<p>George Brown College</p>	<p>None stated</p>
<p>Mohawk College</p>	<p>Student Attrition Getting the right students in the seats and retaining them is a big challenge at this time. Rather than lose students because their portfolios are not accepted for Mohawk's GD, Animation or Photography programs, Mohawk hopes they will apply for admission to this one-year certificate program. This program's goal is to help students get their skills ready for admission to further design programs and bolster their portfolios rather than "lose" the student altogether.</p>

<p>Mohawk College (cont'd)</p>	<p>A large number of students leave the certificate program at the end of Semester They have either decided this program is not for them or they have lost interest. It is difficult to track students' direction after they leave.</p> <p>Admissions For the 2013-14 year, Mohawk College received 190 applications for its certificate program. Mohawk sent out 79 offers and have already accepted 31 students (April 2013).</p>
<p>Seneca College</p>	<p>Student Readiness A large percentage of students in the certificate program have just received their Grade 12 Diplomas. This can result in many being overwhelmed and unprepared for the demands of college life. Faculty notes that time must be spent in class covering basic time management, note taking and study skills at the beginning of the program just to get the students up-to-speed. In addition, because of their high school experiences, some students assume “not much” is accomplished during the first few weeks of classes and that “not much” is expected of them at the end of term. It’s a challenge at times to teach them that these are exactly the times when they have to work doubly hard.</p> <p>Student Attrition Because many students are not prepared for a demanding post-secondary workload, attrition rates have reached up to 20% per section. Some students from the September intake leave the program after the first break in classes during Week 7 (mid-October). Some students are not showing up for classes and not handing in assignments, saying “art stuff isn’t for me”. This is an ongoing concern and is being addressed by faculty and administration.</p> <p>Increased Student Needs One of the major challenges of instructors is addressing and accommodating a wide variety of student needs, such as depression and psychological difficulties as well as academic challenges. Faculty notes that some students are very difficult to teach. With a College mandate of “putting the student first”, instructors are often acting as counselors but are not trained as such. While Seneca’s Learning Centres do offer seminars, workshops and tutoring services, faculty notes that more professional development within the department is definitely needed in these areas to reach out to students who are overwhelmed and having difficulties adjusting to post-secondary studies.</p> <p>Classroom and Lab Space With three separate intakes, classroom and computer lab availability is a challenge.</p> <p>Curriculum Changes Currently, students take a 7-week Portfolio class, “Cultivating Creativity”, in Semester 1 and a 7-week Portfolio class, “Building A Career Path”, in Semester 2. Some students do not want to participate in these courses. Faculty is looking into replacing these courses with more Life Drawing class time, then incorporating the Portfolio elements across the spectrum of other courses.</p>

College Scanned	Comments
Cambrian College of Applied Arts	<p>Unique Features:</p> <p>History Cambrian's certificate program used to be a feeder for the College's Fine Arts advanced diploma program (no longer offered). Now it feeds students into Cambrian's GD program and Animation programs.</p> <p>Studio Component (Second Year Mentorship) Cambrian is excited to be offering this for the first time in the 2014-15 academic year. Students who have completed the Art and Design Fundamentals Certificate (2013-14) will now have the option of working independently in a studio environment the following year. They will attend classes in fall for one month, and then continue with the mentorship and open studio time.</p> <p>Students can choose from three disciplines:</p> <ol style="list-style-type: none"> 1. Painting; 2. Printmaking; 3. Sculpting. <p>The instructors for this year will be experienced artists who will be paid by the hour in a practical mentorship role. Offering this option allows students to focus on their artistic interests without having to commit to a four-year Bachelor of Fine Arts program outside of northern Ontario. The "deliverable" is an end-of-year gallery show featuring student work.</p> <p>Cambrian says it will "break even" financially if as few as eight students choose the studio component for an additional year of study.</p> <p>Student Retention Successful graduates of the certificate program are guaranteed a spot in the GD program, but not in the Animation program. Of the 32-34 students registered each year, approximately 25 finish the certificate program.</p> <p>Cambrian's School of Arts and Design has graduated three classes of this certificate program as of 2013. Offering this program and the second-year Studio Component has been deemed by administration as "one of the best things the College has ever done."</p>
George Brown College	<p>Art and Design Foundation Program (G108) is designed for students who want to explore their options in the art and design field to prepare for further study, or for those who may wish to strengthen their portfolio.</p> <p>Students receive an overview of art and design theory, as well as an introduction to practical studio skills in project-oriented courses.</p> <p>Art Showcase lecture series brings top creative talent into the classroom, exposing students to the many career opportunities in the design field.</p>

<p>George Brown College (cont'd)</p>	<p>**Goal of program is to promote an appreciation of art and an understanding of the importance of design, in addition to preparing a professional portfolio and refining creative expression and technique.</p> <p>Good way of selecting prepared students for 3-year GD program? Good introductory course? Portfolio prep course?</p> <p>“The programs in the GB School of Design were created to flow into each other organically while functioning as independent, self-contained modules. Students can enter through this program, the Art and Design Foundation program, for a solid introduction to the field. This opens up possibilities for students in addition to serving as excellent preparation for the GD program or Game Development program.</p> <p>Four post-diploma programs: Interdisciplinary Design Strategy (Post-Graduate) Design Management Digital Design - Game Design (Post-Graduate) Digital Design - Advanced Digital Design (Post-Graduate)</p>
<p>Mohawk College</p>	<p>Unique Features:</p> <p>History Mohawk’s Art and Design Foundations Certificate was established a few years ago, primarily as a feeder program for Mohawk’s other design-related programs (Photography, GD, Integrated Animation).</p> <p>Mohawk’s Graphic Design Advanced Diploma is new for the 2012-13 academic year (previously a two-year diploma program). Students are offered optional studies in illustration, digital print and finishing in this laptop-based program.</p>
<p>Seneca College</p>	<p>Unique Features:</p> <p>History Seneca’s Art Fundamentals Certificate was established approx. 16 years ago, primarily as a stepping stone to Seneca’s Animation program rather than to the GD program. Recently, that focus has been shifted to provide students with as broad a base as possible in the arts, offering further options to go into the fields of either Fine Art and Digital Media as well as GD and Animation. Curriculum content now includes critical thinking, elements of principles of design, 2D and 3D illustration.</p> <p>It’s an ideal program for students who wish to apply their artistic skills to a wide variety of disciplines. It’s also well-suited for professionals currently employed in media and communication industries who would like to improve or update their skills.</p> <p>Faculty Strong, hands-on curriculum is created and taught by working artists. All instructors currently work in the industry. They teach in Seneca’s other design-related programs as well and have formed a cohesive approach across the curriculum.</p>

Appendix B – Industry Occupational Analysis (DACUM) Chart

DACUM Skill Rating Scale

- 1 - Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
- 2 - Can perform this skill satisfactorily but requires periodic assistance and/or supervision.

- 3 - Can perform this skill competently without assistance or supervision.
- 4 - Can perform this skill competently with more than acceptable speed and/or quality and can teach the skill to others.

RESEARCH A	Be objective	Determine research question	Locate appropriate research sources	Determine target audience	Distinguish unique features of client	Distinguish between client needs and wants
	A1	A2	A3	A4	A5	A6
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Find opportunities within a competitive environment	Analyze competitive environment	Evaluate competitive environment	Document research findings	Disseminate research findings		
A7	A8	A9	A10	A11		
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4		

STRATEGIZE
B

Define problem	Develop creative briefs	Evaluate opportunity	Apply marketing skills	Develop strategy for target audiences	Determine media
B1	B2	B3	B4	B5	B6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Define tangibles (deliverables)	Determine team composition	Determine sub-contractors	Develop proposals	Convey ideas on paper	Anticipate trends
B7	B8	B9	B10	B11	B12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Anticipate shelf life	Refine budget				
B13	B14				
1 2 3 4	1 2 3 4				

DESIGN
C

Brainstorm	Think critically	Think outside the box	Reinvent	Provide options	Draw
C1	C2	C3	C4	C5	C6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Conceptualize	Inspire others	Design user experience principles	Develop prototypes	Evaluate media assets for usability	Select appropriate tools for job
C7	C8	C9	C10	C11	C12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Continued

DESIGN C

Use non-destructive editing C13	Use typography to convey message C14	Apply principles of design C15	Demonstrate craftsmanship C16	Pay attention to detail C17	Create on demand C18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Experiment C19	Innovate C20	Follow design process C21	Be flexible C22	Refine design C23	Adapt creative to multiple formats C24
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

PRODUCE D

Adhere to technical specifications D1	Build to multiple formats D2	Assure quality D3	Determine best practice D4	Be meticulous D5	Apply typography principles D6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Use vector based programs D7	Use raster based programs D8	Use page based programs D9	Use motion graphics tools D10	Use web/interactive based programs D11	Apply technical skills D12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Troubleshoot D13	Apply colour correction D14	Test products D15	Pre-flight D16	Bullet proof files D17	Apply artistic sensibilities and skills D18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Ensure accessibility D19	Manage files D20	Follow file naming conventions D21			
1 2 3 4	1 2 3 4	1 2 3 4			

USE INDUSTRY
COMMUNICATION
SKILLS
E

Clarify design problems E1	Work in multidisciplinary teams E2	Rationalize work E3	Present work E4	Articulate value E5	Accept criticism E6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Interpret criticism E7	Give constructive feedback E8	Use jargon of industry E9	Collaborate with production partners /suppliers E10	Determine client needs E11	Educate clients E12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

MANAGE PROJECTS
F

Meet deadlines F1	Work within project schedules F2	Estimate/budget time F3	Work within budget F4	Evaluate project F5	Define scope F6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Manage design process F7	Manage client expectations F8	Monitor scope creep F9	Coordinate with production partners /suppliers F10		
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4		

**DEMONSTRATE
PROFESSIONALISM
G**

Follow code of ethics G1	Contribute to professional community G2	Respect industry rates G3	Act ethically G4	Demonstrate social responsibility G5	Demonstrate environmental responsibility G6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Interpret cultural context G7	Clarify personal values G8	Makes decisions based on personal values G9	Balance work and personal life G10	Balance personal and industry values G11	Lead G12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Take responsibility G13	Take ownership G14	Learn from mistakes G15	Accept work reassignments G16	Demonstrate passion for field G17	Engage in lifelong learning G18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Keep current G19	Celebrate successes G20	Reflect G21	Motivate self G22	Motivate others G23	Seek mentorship G24
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Mentor others G25	Show case professional abilities G26				
1 2 3 4	1 2 3 4				

APPLY BUSINESS PRINCIPLES
H

Network	Build relationships	Resolve conflict	Negotiate	Manage client	Work within financial limitations
H1	H2	H3	H4	H5	H6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Provide value	Exit client relationship	Manage human resources	Manage work load	Work within defined roles	Manage time
H7	H8	H9	H10	H11	H12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Manage change	Apply PIPEDA legislation and regulations (intellectual property, copyright)	Plan for financial success	Ensure return on investment	Assign monetary value to work	Manage risk
H13	H14	H15	H16	H17	H18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Define brand	Promote brand				
H19	H20				
1 2 3 4	1 2 3 4				

USE BASIC COMMUNICATION SKILLS
I

Read for understanding	Listen for understanding	Interpret body language	Apply business etiquette	Ask clarifying questions	Select appropriate communication tools
I1	I2	I3	I4	I5	I6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Apply spelling skills	Apply grammar skills	Use language appropriate to audience	Edit	Follow up	
I7	I8	I9	I10	I11	
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

Appendix C – Graduate Skills and Abilities and Gap Analysis Chart

Graphic Design

Graduate Skills and Abilities Gap Analysis Chart

Facilitated by Craig Edwards and Robert Cordingley

Date: December 5 & 12, 2012

DACUM Skill Rating Scale:

- 1 Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
- 2 Can perform this skill satisfactorily but requires periodic assistance and/or supervision.
- 3 Can perform this skill competently without assistance or supervision.
- 4 Can perform this skill competently without assistance, with more than acceptable quality, and with initiative/adaptability to unique situations.

	General Area of Competency (GAC)		Skill rating
	DACUM Committee Skill deleted		Skill or Competency added by Faculty or DACUM wording changed
	Unshaded Box = Specific Skill within GAC		Gap or overlap between Faculty Expectations and Current Content in Courses

Accreditation Standards/DACUM	Faculty Expectations (next 5 years)	Current Content in Courses
RESEARCH A	RESEARCH A	RESEARCH A
Be objective A1	Be objective A1	NOT in a production class - in all other courses
1 2 3 4	1 2 3 4	1 2 3 4
Determine research question A2	Determine research question A2	Primarily year 2 courses
1 2 3 4	1 2 3 4	1 2 3 4
Locate appropriate research sources A3	Locate appropriate research sources A3	Primarily year 2 courses
1 2 3 4	1 2 3 4	1 2 3 4
Determine target audience A4	Determine target audience A4	All design courses (anything that involves a brief)--not in production or Rendering for Illustration courses in year 1)-primarily year 2 courses
1 2 3 4	1 2 3 4	1 2 3 4

Distinguish unique features of clients A5	Distinguish unique features of client A5	Campaign, Creative Imaging, Design Management
1 2 3 4	1 2 3 4	1 2 3 4
Distinguish between client needs and wants A6	Distinguish between client needs and wants A6	Campaign, year 3 courses
1 2 3 4	1 2 3 4	1 2 3 4
Find opportunities within a competitive environment A7	Find opportunities within a competitive environment A7	Year 3 (Design Management, Portfolio - years 2 and 3)
1 2 3 4	1 2 3 4	1 2 3 4
Analyze competitive environment A8	Analyze competitive environment A8	Portfolio, Campaign and most year 2 courses
1 2 3 4	1 2 3 4	1 2 3 4
Evaluate competitive environment A9	Evaluate competitive environment A9	Portfolio, Campaign and most year 2 courses
1 2 3 4	1 2 3 4	1 2 3 4
Document research findings A10	Document research findings A10	Design Management, Campaign
1 2 3 4	1 2 3 4	1 2 3 4
Disseminate research findings A11	Disseminate research findings A11	Year 2 courses
1 2 3 4	1 2 3 4	1 2 3 4
	Distinguish between the value of various research methods A12	
1 2 3 4	1 2 3 4	1 2 3 4
	Select the appropriate research method A13	
1 2 3 4	1 2 3 4	1 2 3 4

	Implement appropriate research method		
	A14		
1	2	3	4
1	2	3	4
	Analyze user		
	A15		
1	2	3	4
1	2	3	4
STRATEGIZE B			
STRATEGIZE B			
STRATEGIZE B			
Define problem	Define problem	All courses	
B1	B1		
1	2	3	4
1	2	3	4
Develop creative briefs	Develop creative briefs	Campaign, Graphic Design 1, Design Management	
B2	B2		
1	2	3	4
1	2	3	4
Evaluate opportunity	Evaluate opportunity	Year 2 courses	
B3	B3		
1	2	3	4
1	2	3	4
Apply marketing skills	Apply marketing skills	Year 2 courses	
B4	B4		
1	2	3	4
1	2	3	4
Develop strategy for target audiences	Develop strategy for target audiences	All courses	
B5	B5		
1	2	3	4
1	2	3	4
Determine media	Determine media	All year 2 courses	
B6	B6		
1	2	3	4
1	2	3	4
Define tangibles (deliverables)	Define tangibles (deliverables)	Design Management, Advanced Publication Design, Graphic Design 1 and Advanced Graphic Design	
B7	B7		
1	2	3	4
1	2	3	4

Determine team composition	Determine team composition	Campaign, Creative Imaging, and Design Management
B8	B8	
1	1	1
2	2	2
3	3	3
4	4	4
Determine sub-contractors	Determine sub-contractors	Design Management, production courses, Graphic Design 1 and Advanced
B9	B9	
1	1	1
2	2	2
3	3	3
4	4	4
Develop proposal	Develop strategy proposal	Design Management, Campaign
B10	B10	
1	1	1
2	2	2
3	3	3
4	4	4
Convey ideas on paper	Convey visual ideas on paper	All courses except Digital Prepress and WHMS
B11	B11	
1	1	1
2	2	2
3	3	3
4	4	4
Anticipate trends	Anticipate trends	All courses (except WHMS)
B12	B12	
1	1	1
2	2	2
3	3	3
4	4	4
Anticipate shelf life	Anticipate shelf life	All courses (except WHMS)
B13	B13	
1	1	1
2	2	2
3	3	3
4	4	4
Refine budget	Refine budget	Design Management, Digital PrePress
B14	B14	
1	1	1
2	2	2
3	3	3
4	4	4
	Develop a plan	
1	1	1
2	2	2
3	3	3
4	4	4
	Present a plan	
1	1	1
2	2	2
3	3	3
4	4	4

DESIGN C	DESIGN C	DESIGN C
Brainstorm C1 1 2 3 4	Brainstorm C1 1 2 3 4	All courses 1 2 3 4
Think critically C2 1 2 3 4	Think critically C2 1 2 3 4	All courses 1 2 3 4
Think outside the box C3 1 2 3 4	Think outside the box C3 1 2 3 4	All courses 1 2 3 4
Reinvent C4 1 2 3 4	Reinvent C4 1 2 3 4	All courses 1 2 3 4
Provide options C5 1 2 3 4	Provide options C5 1 2 3 4	All courses 1 2 3 4
Draw C6 1 2 3 4	Draw C6 1 2 3 4	All drawing and design courses 1 2 3 4
Conceptualize C7 1 2 3 4	Conceptualize C7 1 2 3 4	All courses (except WHMIS and production) 1 2 3 4
Inspire others C8 1 2 3 4	Inspire others C8 1 2 3 4	All courses (except WHMIS and production) 1 2 3 4
Design user experience principles C9 1 2 3 4	Design user experiences C9 1 2 3 4	Digital PrePress, Creative Imaging, Graphic Design 1 & Advanced Graphic Design, Advanced Publication Design 1 2 3 4

Develop prototypes	Develop prototypes	All courses
C10	C10	
1 2 3 4	1 2 3 4	1 2 3 4
Evaluate media assets for usability	Evaluate media assets for usability	Electronic PrePress, Digital Publishing (and advanced for both)
C11	C11	
1 2 3 4	1 2 3 4	1 2 3 4
Select appropriate tools for job	Select appropriate tools for job	All courses (esp. Digital PrePress, Creative Imaging)
C12	C12	
1 2 3 4	1 2 3 4	1 2 3 4
Use non-destructive editing	Use non-destructive editing	
C13	C13	
1 2 3 4	1 2 3 4	1 2 3 4
Use typography to convey message	Use typography to convey message	Intro and Advanced Typography, and all year 2 courses
C14	C14	
1 2 3 4	1 2 3 4	1 2 3 4
Apply principles of design	Apply principles of design	All courses
C15	C15	
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate craftsmanship	Demonstrate craftsmanship	All courses
C16	C16	
1 2 3 4	1 2 3 4	1 2 3 4
Pay attention to detail	Pay attention to detail	All courses
C17	C17	
1 2 3 4	1 2 3 4	1 2 3 4
Create on demand	Create on demand	All courses
C18	C18	
1 2 3 4	1 2 3 4	1 2 3 4
Experiment	Experiment	All courses
C19	C19	
1 2 3 4	1 2 3 4	1 2 3 4

Experiment	Experiment	All courses
C19	C19	
1 2 3 4	1 2 3 4	1 2 3 4
Innovate	Innovate	All courses
C20	C20	
1 2 3 4	1 2 3 4	1 2 3 4
Follow design process	Follow design process	All courses
C21	C21	
1 2 3 4	1 2 3 4	1 2 3 4
Be flexible	Be flexible	All courses
C22	C22	
1 2 3 4	1 2 3 4	1 2 3 4
Refine design	Refine design	All courses
C23	C23	
1 2 3 4	1 2 3 4	1 2 3 4
Adapt creative to multiple formats	Adapt creative to multiple formats	All courses
C24	C24	
1 2 3 4	1 2 3 4	1 2 3 4
	Develop and/or edit relevant content	
1 2 3 4	1 2 3 4	1 2 3 4
PRODUCE D	PRODUCE D	PRODUCE D
Adhere to technical specifications	Adhere to technical specifications	Digital Pre-Press, Creative Imaging, production, Design Management, Typography, Graphic Design (all)
D1	D1	
1 2 3 4	1 2 3 4	1 2 3 4
Build to multiple formats	Build to multiple formats	All courses
D2	D2	
1 2 3 4	1 2 3 4	1 2 3 4

Assure quality D3	Assure quality D3	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Determine best practice D4	Determine best practice D4	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Be meticulous D5	Be meticulous D5	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Apply typography principles D6	Apply typography principles D6	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Use vector based programs D7	Use vector based programs D7	Creative Imaging, Digital Publishing, and Digital PrePress
1 2 3 4	1 2 3 4	1 2 3 4
Use raster based programs D8	Use raster based programs D8	Creative Imaging, Digital Publishing, and Digital PrePress
1 2 3 4	1 2 3 4	1 2 3 4
Use page based programs D9	Use page based programs D9	Creative Imaging, Digital Publishing, and Digital PrePress
1 2 3 4	1 2 3 4	1 2 3 4
Use motion graphics tools D10	Use motion graphics tools D10	Creative Imaging
1 2 3 4	1 2 3 4	1 2 3 4
Use web/interactive based programs D11	Use web/interactive based programs D11	Creative Imaging, Digital PrePress
1 2 3 4	1 2 3 4	1 2 3 4
Apply technical skills D12	Apply technical skills D12	All courses
1 2 3 4	1 2 3 4	1 2 3 4

Troubleshoot	Troubleshoot	All courses
D13	D13	
1 2 3 4	1 2 3 4	1 2 3 4
Apply colour correction	Apply colour correction	
D14	D14	
1 2 3 4	1 2 3 4	1 2 3 4
Test products	Test products	All courses
D15	D15	
1 2 3 4	1 2 3 4	1 2 3 4
Pre-flight	Pre-flight	
D16	D16	
1 2 3 4	1 2 3 4	1 2 3 4
Bullet proof files	Bullet proof files	Digital PrePress and Image Editing
D17	D17	
1 2 3 4	1 2 3 4	1 2 3 4
Apply artistic sensibilities and skills	Apply artistic sensibilities and skills	
D18	D18	
1 2 3 4	1 2 3 4	1 2 3 4
Ensure accessibility	Ensure accessibility	All courses (except Rendering for Illustration)
D19	D19	
1 2 3 4	1 2 3 4	1 2 3 4
Manage files	Manage files	Digital PrePress, Creative Imaging, Design Management
D20	D20	
1 2 3 4	1 2 3 4	1 2 3 4
Follow file naming conventions	Follow file naming conventions	
D21	D21	
1 2 3 4	1 2 3 4	1 2 3 4

USE INDUSTRY COMMUNICATION SKILLS E	USE INDUSTRY COMMUNICATION SKILLS E	USE INDUSTRY COMMUNICATION SKILLS E
Clarify design problems E1 1 2 3 4	Clarify design problems E1 1 2 3 4	All courses 1 2 3 4
Work in multidisciplinary teams E2 1 2 3 4	Work in multidisciplinary teams E2 1 2 3 4	None 1 2 3 4
Rationalize work E3 1 2 3 4	Rationalize work E3 1 2 3 4	All courses 1 2 3 4
Present work E4 1 2 3 4	Present work E4 1 2 3 4	All courses 1 2 3 4
Articulate value E5 1 2 3 4	Articulate value E5 1 2 3 4	 1 2 3 4
Accept criticism E6 1 2 3 4	Accept criticism E6 1 2 3 4	All courses 1 2 3 4
Interpret criticism E7 1 2 3 4	Interpret criticism E7 1 2 3 4	All courses 1 2 3 4
Give constructive feedback E8 1 2 3 4	Give constructive feedback E8 1 2 3 4	All courses 1 2 3 4
Use jargon of industry E9 1 2 3 4	Use jargon of industry E9 1 2 3 4	All courses 1 2 3 4

Collaborate w ith production partners /suppliers	Collaborate w ith production partners /suppliers	All courses (except Rendering for Illustration)
E10	E10	
1 2 3 4	1 2 3 4	1 2 3 4
Determine client needs	Determine client needs	All courses (except Rendering for Illustration)
E11	E11	
1 2 3 4	1 2 3 4	1 2 3 4
Educate clients	Educate clients	All courses (except Rendering for Illustration)
E12	E12	
1 2 3 4	1 2 3 4	1 2 3 4
MANAGE PROJECTS F	MANAGE PROJECTS F	MANAGE PROJECTS F
Meet deadlines	Meet deadlines	All courses
F1	F1	
1 2 3 4	1 2 3 4	1 2 3 4
Work w ithin project schedules	Work w ithin project schedules	All courses
F2	F2	
1 2 3 4	1 2 3 4	1 2 3 4
Estimate/budget time	Estimate/budget time	All courses
F3	F3	
1 2 3 4	1 2 3 4	1 2 3 4
Work w ithin budget	Work w ithin budget	None
F4	F4	
1 2 3 4	1 2 3 4	1 2 3 4
Evaluate project	Evaluate project	Campaign, Design Management
F5	F5	
1 2 3 4	1 2 3 4	1 2 3 4
Define scope	Define scope	All courses
F6	F6	
1 2 3 4	1 2 3 4	1 2 3 4

Manage design process	Manage design process	All courses
F7	F7	
1	2	3
2	3	4
Manage client expectations	Manage client expectations	All courses
F8	F8	
1	2	3
2	3	4
Monitor scope creep	Monitor scope creep	Design Management, Campaign
F9	F9	
1	2	3
2	3	4
Coordinate w ith production partners /suppliers	Coordinate w ith production partners /suppliers	Design Management, Digital PrePress, Creative Imaging
F10	F10	
1	2	3
2	3	4
DEMONSTRATE PROFESSIONALISM G	DEMONSTRATE PROFESSIONALISM G	DEMONSTRATE PROFESSIONALISM G
Follow code of ethics	Follow code of ethics	All courses
G1	G1	
1	2	3
2	3	4
Contribute to professional community	Contribute to professional community	All courses
G2	G2	
1	2	3
2	3	4
Respect industry rates	Respect industry rates	All courses
G3	G3	
1	2	3
3	4	
Act ethically	Act ethically	All courses
G4	G4	
1	2	3
2	3	4
Demonstrate social responsibility	Demonstrate social responsibility	All courses
G5	G5	
1	2	3
2	3	4

Demonstrate environmental responsibility	Demonstrate environmental responsibility	All courses
G6	G6	
1 2 3 4	1 2 3 4	1 2 3 4
Interpret cultural context	Interpret cultural context	All courses
G7	G7	
1 2 3 4	1 2 3 4	1 2 3 4
Clarify personal values	Clarify personal values	All courses
G8	G8	
1 2 3 4	1 2 3 4	1 2 3 4
Makes decisions based on personal values	Makes decisions based on personal values	All courses
G9	G9	
1 2 3 4	1 2 3 4	1 2 3 4
Balance work and personal life	Balance work and personal life	All courses
G10	G10	
1 2 3 4	1 2 3 4	1 2 3 4
Balance personal and industry values	Balance personal and industry values	All courses
G11	G11	
1 2 3 4	1 2 3 4	1 2 3 4
Lead	Lead	All courses
G12	G12	
1 2 3 4	1 2 3 4	1 2 3 4
Take responsibility	Take responsibility	All courses
G13	G13	
1 2 3 4	1 2 3 4	1 2 3 4
Take ownership	Take ownership	All courses
G14	G14	
1 2 3 4	1 2 3 4	1 2 3 4
Learn from mistakes	Learn from mistakes	All courses
G15	G15	
1 2 3 4	1 2 3 4	1 2 3 4

Accept work reassignments	Accept work reassignments	None
G16	G16	
1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate passion for field	Demonstrate passion for field	All courses
G17	G17	
1 2 3 4	1 2 3 4	1 2 3 4
Engage in lifelong learning	Engage in lifelong learning	All courses
G18	G18	
1 2 3 4	1 2 3 4	1 2 3 4
Keep current	Keep current	All courses
G19	G19	
1 2 3 4	1 2 3 4	1 2 3 4
Celebrate successes	Celebrate successes	All courses
G20	G20	
1 2 3 4	1 2 3 4	1 2 3 4
Reflect	Reflect honestly	All courses
G21		
1 2 3 4	1 2 3 4	1 2 3 4
Motivate self	Motivate self	All courses
G22	G22	
1 2 3 4	1 2 3 4	1 2 3 4
Motivate others	Motivate others	All courses
G23	G23	
1 2 3 4	1 2 3 4	1 2 3 4
Seek mentorship	Seek mentorship	All courses
G24	G24	
1 2 3 4	1 2 3 4	1 2 3 4
Mentor others	Mentor others	All courses
G25	G25	
1 2 3 4	1 2 3 4	1 2 3 4

<p>Show case professional abilities</p> <p>G26</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>APPLY BUSINESS PRINCIPLES H</p> <p>Netw ork</p> <p>H1</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Build relationships</p> <p>H2</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Resolve conflict</p> <p>H3</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Negotiate</p> <p>H4</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Manage client</p> <p>H5</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Work w ithin financial limitations</p> <p>H6</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Provide value</p> <p>H7</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Exit client relationships</p> <p>H8</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	<p>Show case professional abilities</p> <p>G26</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>APPLY BUSINESS PRINCIPLES H</p> <p>Netw ork</p> <p>H1</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Build relationships</p> <p>H2</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Resolve conflict</p> <p>H3</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Negotiate</p> <p>H4</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Manage client</p> <p>H5</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Work w ithin financial limitations</p> <p>H6</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Provide value</p> <p>H7</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Exit client relationships</p> <p>H8</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	<p>All courses</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>APPLY BUSINESS PRINCIPLES H</p> <p>All courses (esp. Industry Research)</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>All courses</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>All courses</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>All courses</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>All courses</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Design Management</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>All courses</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>Design Management and Digital PrePress</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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Manage human resources H9	Manage human resources H9	
1 2 3 4	1 2 3 4	1 2 3 4
Manage work load H10	Manage work load H10	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Work within defined roles H11	Work within defined roles H11	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Manage time H12	Manage time H12	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Manage change H13	Manage change H13	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Apply PIPEDA legislation and regulations (intellectual property, copyright) H14	Apply PIPEDA legislation and regulations (intellectual property, copyright) H14	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Plan for financial success H15	Plan for financial success H15	None
1 2 3 4	1 2 3 4	1 2 3 4
Ensure return on investment H16	Ensure return on investment H16	None
1 2 3 4	1 2 3 4	1 2 3 4
Assign monetary value to work H17	Assign monetary value to work H17	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Manage risk H18	Manage risk H18	Design Management, Digital PrePress
1 2 3 4	1 2 3 4	1 2 3 4

Define brand H19	Define personal brand H19	Portfolio Preparation, Creative Imaging, Advanced Rendering
1 2 3 4	1 2 3 4	1 2 3 4
Promote brand H20	Promote personal brand H20	Portfolio Preparation, Creative Imaging, Advanced Rendering
1 2 3 4	1 2 3 4	1 2 3 4
USE BASIC COMMUNICATION SKILLS I	USE BASIC COMMUNICATION SKILLS I	USE BASIC COMMUNICATION SKILLS I
Read for understanding I1	Read for understanding I1	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Listen for understanding I2	Listen for understanding I2	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Interpret body language I3	Interpret body language I3	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Apply business etiquette I4	Apply business etiquette I4	Work Experience
1 2 3 4	1 2 3 4	1 2 3 4
Ask clarifying questions I5	Ask clarifying questions I5	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Select appropriate communication tools I6	Select appropriate communication tools I6	All courses
1 2 3 4	1 2 3 4	1 2 3 4
Apply spelling skills I7	Apply spelling skills I7	All courses
1 2 3 4	1 2 3 4	1 2 3 4

Apply grammar skills	Apply grammar skills	All courses
I8	I8	
1 2 3 4	1 2 3 4	1 2 3 4
Use language appropriate to audience	Use language appropriate to audience	All courses
I9	I9	
1 2 3 4	1 2 3 4	1 2 3 4
Edit	Edit	All courses
I10	I10	
1 2 3 4	1 2 3 4	1 2 3 4
Follow up	Follow up	All courses
I11	I11	
1 2 3 4	1 2 3 4	1 2 3 4

Appendix D – Graduate Profile

GRAPHIC DESIGN PROGRAM GRADUATE PROFILE

Workshop Date: April 26, 2013

Participants:

Chairperson - Susan Andree
Coordinator - Diane Livingston
Faculty - Randall Butterfield, Ilse L. Dyck, Albert Guzzi, Oliver Oike, Arlene Petkau,
Frank Reimer, Ken Stampnick, Darren Blaine Stebeleski,

Facilitators: Craig Edwards and Lorna Smith, PCD

- A. Designs and executes strong visual concepts to effectively communicate a specific idea.
- B. Communicates professionally through active participation, interpretation, and understanding.
- C. Manages project expectations by working effectively within schedules.
- D. Executes, manages, troubleshoots, and tests detail-oriented work using appropriate tools to defined specifications.
- E. Demonstrates professionalism by taking inclusive, ethical and responsible actions, and by committing to/embracing lifelong learning.
- F. Creates a strategic plan to achieve goals.
- G. Communicates using relevant industry vocabulary in an objective and clear manner.
- H. Effectively researches and evaluates relevant information based on specific objectives.
- I. Applies business principles by working collaboratively, and effectively managing resources.

Appendix E – Program Renewal Vision and Goals Summary

GRAPHIC DESIGN PROGRAM RENEWAL VISION AND GOALS WORKSHOP: May 14, 2013

Participants:

- Chairperson - Susan Andree
Coordinator - Diane Livingston
Faculty - Randall Butterfield, Ilse L. Dyck, Albert Guzzi, Oliver Oike, Arlene Petkau,
Frank Reimer, Ken Stampnick, Darren Blaine Stebeleski,

Facilitators: Craig Edwards and Lorna Smith, PCD

GD PROGRAM VISION:

To cultivate highly competent communication designers as responsible global citizens.

GOAL #1: Rebuild the program to provide an expanded framework for ongoing curriculum opportunities.

- 1.1 Draft a proposal to create a one-year certificate program in conjunction with Digital Media Design. [September 2013 to February 2014]
- 1.2 Restructure existing two-year program and advanced one-year program. [February 2014-February 2015]
- 1.3 Explore creation of majors/ minors /electives. [February 2014-February 2015]
- 1.4 Explore internal or external joint Degree. [February 2015-ongoing]

Developed from the following ideas to renew the program generated by faculty, Coordinator, and Chair in the Vision and Goals workshop:

Restructure Program (indicates number of votes)

- Increase the length of the program to three to four years (7) / Switch to three-year program / Become Degree-granting / Move to a four-year program / Create a longer program (four-year) – Degree granting
- Limit students numbers (6):
 - two-year to 40 max
 - three-year max 20
 - four-year degree 10
- Create Majors (3) / Develop majors/streams/electives (1) / Institute majors / Consider a joint degree re: academics such as English grammar (1)
- Reduce student contact hours to 25 hours per week / Drop the student intake / Reduce intake back to original 40 / Introduce a foundation year (certificate) DMD and GD. Max 100 students
- Move to a pass / fail grading system
- Activate a model studio as a portion of work practicum / Introduce a studio lab for third year / Design a studio lab for applied research
- Move dates and consider length of practicum
- Less contact hours for instructors
- Raise marking expectations / Raise the bar above a “D” (1)

GOAL #2: Rebuild the curriculum to develop well-rounded creative graduates who are independent, critical thinkers empowered to exceed identified industry needs.

- 2.1 Review existing curriculum and create a master list of curriculum components. [September-December 2013]
- 2.2 Plan for revised curriculum. [January-June 2014]
- 2.3 Develop curriculum and create courses in response to changes in industry. [September 2014-January 2015]
- 2.4 Foster Creative Arts Community and share resources. [September 2013-Ongoing]
- 2.5 Renew and enhance program advisory committee. [October-November 2013]

Developed from the following ideas to renew the program generated by faculty, Coordinator, and Chair in the Vision and Goals workshop:

Improve Curriculum (indicates number of votes)

- Create a Creative Arts Community GD, DMD, CreCom (4)
- Typography class in every term. Two-three years. (4) / Add a typography class to second year / More typography (It's what makes us different!)
- New courses on Creative Thinking, Design Research Strategies (3)
- Develop more courses for digital/interactive media (3)
- Develop more student collaboration in and outside of program (group work) (1)
- Create a master checklist of all curriculum components
- Partner with DMD and CreCom-to create (more) assignments / Create cross-department electives / Develop more cross-course assignments
- Include more sustainability-related subject matter in program
- Vary assignment types (better portfolios)
- Introduce more web/digital curriculum
- Renew GD assignments
- Introduce a user experience/user interface (ux/ui) course
- Ask for written rationale
- Develop "writing boot camp"

GOAL #3: Strengthen student learning assessment and assignment evaluation to raise standards of excellence.

- 3.1 Review existing assignments. [September 2013-May 2014]
- 3.2 Develop consistent assignment rubrics across courses. [September 2014-January 2015]
- 3.3 Liaise with students to identify strengths and weaknesses. [September 2013-ongoing]

Developed from the following ideas to renew the program generated by faculty, Coordinator, and Chair in the Vision and Goals workshop:

Strengthen Program Vision (indicates number of votes)

- Raise goals and standards (2)
- Define what our program is about (1)
- Personalize the user's education (1)
- Challenge notions of what we do
- Commit to learning where we are going as we go; i.e., remain adaptive, versatile, organic / Evolve constantly
- Break disciplinary boundaries
- Focus on forward-thinking

GOAL #4: Build an internationally recognized and respected program.

- 4.1 Change program name to Communication Design to reflect the international understanding of what we do. [August 2013-January 2014]
- 4.2 Increase international presence (e.g., through expanded recruitment, international and online education, networks, etc.). [February 2014-ongoing]
- 4.3 Promote and market program excellence locally, nationally and internationally. [February 2014-ongoing]

Developed from the following ideas to renew the program generated by faculty, Coordinator, and Chair in the Vision and Goals workshop:

Rebrand Program (indicates number of votes)

- Build an internationally respected program and Centre of Excellence (5)
- Change name of open house (1) / Lengthen/reassess open house / Create more/better promotional items for the program (video, app) / Attract students from other provinces
- More promotion of the Graphic Design program
- Recruit nationally for better candidates
- Create a dedicated Creative Arts space
- Possible name change for the program
- Collaborate with C+DE and create online courses
- External learning opportunities to generate revenues – e.g., international education, distance education online

GOAL #5: Connect with related associations, industry, and other educational institutions.

- 5.1 Explore Graphic Designers of Canada (GDC) membership participation as part of student fees. [September 2013-May 30, 2014]
- 5.2 Explore exchange opportunities with other schools and design communities. [September 2013-ongoing]
- 5.3 Continue to build partnerships with regional design community. [September 2013-ongoing]
- 5.4 Expand practicum opportunities for students. [September 2013-ongoing]

Developed from the following ideas to renew the program generated by faculty, Coordinator, and Chair in the Vision and Goals workshop:

Build Connections (indicates number of votes)

- Connect with related associations and industry to be current with needs and trends (5)
- Create exchange with other schools (5) / Student exchange program with other colleges / Engage with L'Universite du Quebec a Montreal (UQAM) / Establish a student exchange / Introduce a student exchange with... / Establish exchange program with other schools
- Develop more opportunity for field trips / industry and speakers (1) / Introduce a 2nd/3rd year trip to a conference / Send students to design conferences / Same as or instead of field trip
- Establish a designer-in-residence program
- Make GDC membership part of student tuition
- Create more partnerships with industry groups (GDC, NMM, SH)
- Partner with Assent Works on 3D printing
- Partner with Martha St. Studio on print making
- Develop more space for creative groups (Ramp Up, NMM)
- Create more community involvement with non-profits

GOAL #6: Provide pertinent professional development opportunities in order to build a creative and strong instructional team.

- 6.1 Encourage self-reflection to identify personal goals for professional development. (September 2013-ongoing)
- 6.2 Develop an annual Faculty professional development plan - i.e., workshops, courses, conferences, and personal research. (May 2014-ongoing)
- 6.3 Report on professional development activities. (Start: September2013-ongoing on a monthly basis)

Developed from the following ideas to renew the program generated by faculty, Coordinator, and the Chair in the Vision and Goals workshop:

Provide Professional Development Opportunities (indicates number of votes)

- Provide development opportunities to build a creative and strong instructional team (5)
- Create more supports for staff development
- Provide research time for staff
- Create options for staff to work in industry and teach simultaneously
- Instruction exchange program with other colleges
- Be a student for a day
- Practice what you preach / teach
- Have relevant courses for instructors (technology)

GOAL #7: Improve internal communications and guidelines within the program

- 7.1 Timetable a common meeting time throughout the academic year. [June 2013-ongoing]
- 7.2 Continue annual spring planning sessions. [June 2013-ongoing]
- 7.3 Use technology to support program communications. [June 2013-ongoing]
- 7.4 Develop program guidelines. [June 2013-June 2014]
- 7.5 Nurture a supportive and respectful workplace. [June 2013-ongoing]

Developed from the following ideas to renew the program generated by faculty, Coordinator, and Chair in the Vision and Goals workshop:

- Improve Internal Communication** (indicates number of votes)
- Create more planning meetings during year (2)
 - Have regular staff meetings

Appendix F – 5 Year Program Renewal Plan in Gantt Format

ID	Task Name	Start	2013		2014		2015		2016		2017		2018		2019
			Aug	Mar	Oct	May	Dec	Jul	Feb	Sep	Apr	Nov	Jun	Jan	
1	Goal #1: Rebuild the program to provide and expanded framework for ongoing curriculum opportunities.	Tue 6/18/13													
2	Draft a proposal to create a one-year certificate program in conjunction with Digital Media Design.	Mon 9/2/13													
3	Restructure existing two-year program and advanced one-year program.	Mon 2/3/14													
4	Explore creation of majors/minors/electives.	Mon 2/3/14													
5	Explore internal or external joint degree.	Mon 2/3/14													
6	Goal #2: Rebuild the curriculum to develop well-rounded, creative graduates who are independent, critical thinkers empowered to exceed identified industry needs.	Mon 9/2/13													
7	Review existing curriculum and create a master list of curriculum components.	Mon 9/2/13													
8	Plan for revised curriculum.	Wed 1/1/14													
9	Develop curriculum and create courses in response to changes in industry.	Mon 9/1/14													
10	Foster Creative Arts Community and share resources.	Mon 9/2/13													
11	Renew and enhance program advisory committee.	Tue 10/1/13													
12	Goal #3: Strengthen student learning assessment and assignment evaluation to raise standards of excellence.	Mon 9/2/13													
13	Review existing assignments.	Mon 9/2/13													
14	Develop consistent assignment rubrics across courses.	Mon 9/1/14													
15	Liaise with students to identify strengths and weaknesses.	Mon 9/2/13													
16	Goal #4: Build an internationally recognized and respected program.	Thu 8/1/13													
17	Change program name to Communication Design to reflect the international understanding of what we do.	Thu 8/1/13													
18	Increase international presence (e.g., through expanded recruitment, international and online education, networks, etc.).	Mon 2/3/14													
19	Promote and market program excellence locally, nationally and internationally.	Mon 2/3/14													
20	Goal #5: Connect with related associations, industry, and other educational institutions.	Mon 9/2/13													

Project: Graphic Design Renewal P Date: Mon 7/8/13	Task		External Milestone		Manual Summary Rollup		Baseline Milestone	
	Split		Inactive Task		Manual Summary		Baseline Summary	
	Milestone		Inactive Milestone		Start-only		Progress	
	Summary		Inactive Summary		Finish-only			
	Project Summary		Manual Task		Deadline			
	External Tasks		Duration-only		Baseline			

ID	Task Name	Start	2013		2014		2015		2016		2017		2018		2019
			Aug	Mar	Oct	May	Dec	Jul	Feb	Sep	Apr	Nov	Jun	Jan	
21	Explore Graphic Designers of Canada (GDC) membership participation as part of student fees.	Mon 9/2/13													
22	Explore exchange opportunities with other schools and design communities.	Mon 9/2/13													
23	Continue to build partnerships with regional design community.	Tue 9/3/13													
24	Expand practicum opportunities for students.	Mon 9/2/13													
25	Goal #6: Provide pertinent professional development opportunities in order to build a creative and strong instructional team.	Mon 9/2/13													
26	Encourage self-reflection to identify personal goals for professional development.	Mon 9/2/13													
27	Develop an annual Faculty Professional Development Plan - i.e., workshops, courses, conferences, and personal research.	Thu 5/1/14													
28	Report on professional development activities.	Mon 9/2/13													
29	Goal #7: Improve internal communications and guidelines within the program.	Tue 6/18/13													
30	Timetable a common meeting time throughout the academic year.	Mon 6/3/13													
31	Continue annual spring planning session.	Mon 6/3/13													
32	Use technology to support program communications.	Mon 6/3/13													
33	Develop program guidelines.	Mon 6/3/13													
34	Nurture a supportive and respectful workplace.	Mon 6/3/13													

Project: Graphic Design Renewal P Date: Mon 7/8/13	Task		External Milestone		Manual Summary Rollup		Baseline Milestone	
	Split		Inactive Task		Manual Summary		Baseline Summary	
	Milestone		Inactive Milestone		Start-only		Progress	
	Summary		Inactive Summary		Finish-only			
	Project Summary		Manual Task		Deadline			
	External Tasks		Duration-only		Baseline			

