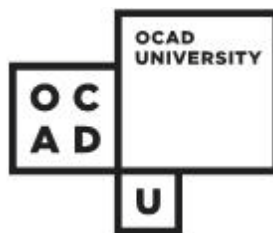


**Honours Bachelor of Arts:
Visual and Critical Studies**

Application for Revision to Ministerial Consent

Date of Submission: January 14, 2013



OCAD UNIVERSITY

SECTION 1: INTRODUCTION

1.1 Organization and Program Information

1.1.1 Title Page for Submission

NAME OF ORGANIZATION:	Ontario College of Art & Design University OCAD University
URL FOR THE ORGANIZATION:	www.ocadu.ca
PROPOSED DEGREE NOMENCLATURE:	<i>Honours Bachelor of Arts (Visual and Critical Studies)</i>
LOCATION OF PROGRAM:	OCAD University Campus 100 McCaul Street Toronto, ON M5T 1W1

1.1.2 Contact Information:

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- ii. Site Visit Coordinator: Same

1.1.3 Quality Assessment Panel Nominees

NAME	OCCUPATION & EMPLOYER	CREDENTIALS	CONTACT INFO
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Brian Foss	Professor and Director, School of Studies in Art & Culture Carleton University	PhD, Art History MA (Concordia)	brian_foss@carleton.ca 613-520-2600, ext 3791
Brenda Longfellow	Associate Professor, Film & Video Dept., Faculty of Fine Arts, York University	PhD, Social and Political Thought (York University, 1993); MA, Canadian Studies (Carleton University, 1985)	brendal@yorku.ca

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**OCAD UNIVERSITY
PROPOSED REVISIONS TO
HONOURS BA IN VISUAL AND CRITICAL STUDIES**

1.3 EXECUTIVE SUMMARY

1.3.1 Proposed Credential Nomenclature:

Bachelor of Arts (Honours) in Visual and Critical Studies

1.3.2 Fields of Study:

N/A

1.3.3 Anticipated Program Start Dates:

September 2013: internal transfers into second year (second year only)

September 2014: incoming first-year students plus internal transfers (first through third years)

1.3.4 Executive Summary

1.3.4.1 Background and Context

In October 2010, OCAD University submitted to the Ministry a proposal for an Honours Bachelor of Arts Degree in Visual and Critical Studies, with three distinct streams: Art History, Design Studies, and Media & Digital Studies. Following a full review by PEQAB, the Minister approved the degree with the Art History stream only in June 2012, as recommended by PEQAB in May 2011.

The letter of Ministerial Consent further includes commitments that PEQAB states were made by OCAD U during the course of the review:

- Review the Program Advisory Committee membership;
- Expand its breadth offerings;
- Implement plans to secure additional space (the consent location would include 100 McCaul Street, Toronto, and additional locations indicated in the space acquisition plans);
- Build a new and larger library. -- [This commitment was apparently extrapolated from the university's capital plan, which was presented to the Quality Assessment Panel (QAP) by the VP Finance & Admin during the site visit and is clearly subject to a successful capital

campaign. What OCAD U *did* commit to was to enhance student access to relevant library holdings];

- Implement its faculty hiring plan.

This brief will provide further information on all these items; new and updated materia is highlighted.

1.3.4.2 Summary of Issues and Proposed Revisions

In light of the interdisciplinary nature of the proposed degree and its nomenclature -- Visual and Critical Studies -- OCAD University is proposing to revise the degree offering by removing all streams, rather than offering it as approved with only the Art History stream. Students will have greater choice in the selection of courses from among each of the three areas (Art History, Design History/Theory, Media & Digital Studies) and student transcripts will note only the name of the degree, not a specified area of specialization.

The Faculty of Liberal Arts & Sciences has also made considerable progress addressing the concerns expressed by members of PEQAB's 2010-11 QAP and would like to report on these changes.

Issues Addressed and Summary of Proposed Revisions

- Incongruence between degree nomenclature and limitation of program to Art History stream (Visual Culture has evolved from Art History and includes Design History/Theory and Media & Digital Studies):
 - => Remove all streams and allow students to choose and combine courses from all three areas (Sections 1.3.4, pp. 10-14 and 4.4, pp. 33-38);
 - => Revise required courses to ensure progression across all three areas (Sections 1.3.4, pp. 10-14 and 4.4, pp. 33-38);
 - => Revise the Program Map and course choices accordingly (pp. 14 and 38);
 - => Provide updated list of course offerings (Section 4.7.2-4.7.5, pp. 57-67).
- Provincial funding at 1.0 BIU for first year precludes a heavy studio load (too costly):
 - => Reduce the percentage of studio courses required in the first year of study from 60% to 20% (Section 4.4, pp. 33-38);
 - => Revise studio course options, including studio minors, accordingly (Section 4.7.3 and 4.7.4, pp. 60-63);
- Reduced studio load impacts Admissions Requirements:

- => Revise Admissions Requirements to allow written alternative to portfolio submission (Section 3.1, p. 26).
- Progress report on hiring plan required:
 - => Updated hiring plan, including results of past two years attached (Appendix XVII);
 - => Updated faculty lists attached (Appendix XIII).
- Expand breadth offerings:
 - => Attach new breadth policy (Appendix IX);
 - => Attach new breadth courses and prerequisites (Section 4.7.5, p. 64; Appendix IX).
- Indicate new space for program:
 - => Revised space needs chart and update on how space needs of the institution will be address (Appendix XXVIII).
- Expand access to library holdings:
 - => Letter from Director of Library Services with update on access (Appendix XXV).
- Review membership of Program Advisory Committee (PAC):
 - => Expanded list of PAC members attached (Section 4.1, pp. 29-30).

1.3.4.3 Revised Program

The revised Honours BA in Visual and Critical Studies will -- as originally intended -- meet the primary objective of enabling students to pursue in-depth academic study in the creative and invigorating environment of a major art and design school. Students in the BA program will share selected classes with students majoring in one of the studio programs, but will follow a distinct sequence of courses, seminars and research in Visual and Critical Studies. Core Liberal Arts & Sciences courses will provide students with a strong history and theory background and with a range of critical methods for exploring the cultural meaning of art, design and media as they relate to social, economic, political and material circumstances within Canada and globally.

The Honours BA degree has been developed to provide students with a broad background in Visual and Critical Studies as well as an introduction to the more traditional fields which it has come to comprise: art history, design history and theory, media and digital media.

Honours Seminar

The program offers fourth-year students the opportunity to undertake a major research paper, which would be the culminating project of a two-semester Honours Seminar. Weekly discussions, student presentations, and peer review as students research, develop, and write their papers will develop their capacity for independent critical work while strengthening their understanding of methodology in the field. This will also be an important program component for students wishing to apply to a graduate program. A one-day public colloquium at the end of second term will feature student presentations of the best papers; selected papers will then be published in a new series of undergraduate working papers.

Introduction to Studio Based Practices

Starting in the first year, all BA students will have a studio-based experience built into their program, in order to provide them with a practical framework for understanding art, design and media production – an initiative that is consistent with OCAD's broad-based learning goals for students. This two-course introductory studio component, reinforced by at least one studio course per year in the subsequent years of study, will provide students with a working knowledge of art and design studio practices and provide a model for hybrid practices and the integration of theory and practice. It will also enable BA students to pursue a Studio Art minor or a cluster of courses in the Faculty of Design.

Range of Potential Minors

The OCAD U Honours BA program in Visual and Critical Studies also enables students to pursue a minor in either another Liberal Arts & Sciences area, such as English, Social Science, or Creative Writing, or in an Interdisciplinary program such as Indigenous Visual Culture, Sustainability, or Digital Media. The option for students to take a studio minor or cluster is appropriate within the context of OCAD U's long history of studio-based curriculum and in keeping with the institution's mission to foster student learning across theory and practice.

International Mobility Exchange and Florence Program

Students pursuing an Honours BA will also have access to the Mobility Exchange program which allows OCAD U students to take advantage of spending a semester as an exchange student at one of over 45 art and design institutions in the United Kingdom, Europe, Australia, the United States and at the four art and design universities in Canada, while receiving credit towards their OCAD U degree (while paying regular OCAD tuition fees). BA

students may also apply to OCAD U's Florence Program, a full-year program usually taken in the third year, or to participate in any currently offered study abroad opportunities.

General Parameters and Structure of the Honours BA

The OCAD Honours Bachelor of Arts would be a 20-credit program, and like its sister BFA and BDes programs comprise primarily 40 half courses (semester courses), taken over eight semesters. Students deciding to pursue a minor normally can do so within their 20 credits (see Appendix VII Minor Program Guides for details). The Honours BA has been constructed to allow considerable choice for individual students and would entail the following overall structure:

100 LEVEL		
Visual Culture Credits		2.0
Liberal Arts & Sciences Breadth Credits		2.0
Studio Credits		1.0
200 - 400 LEVELS		
Program Specialization (VISC, VISA, VISD, VISM) Credits*		7.0
Liberal Arts & Sciences Breadth (non-major)**		3.0
Studio Credits		1.5
Studio minor/cluster, LS minor, or open electives		3.5
*Students would take a minimum of 7 credits, including the Honours Seminar, to a maximum of 10 credits in Visual Culture courses, including VISA Art History, VISM Media & Digital Studies, and VISD Design Studies courses.		
**Students must complete no fewer than 5.0 credits in disciplines outside of visual art and design (i.e., Visual and Critical Studies <i>and Studio Art and Studio Design</i>).		
Visual Culture	9.0 – 12.5 credits	45% - 62.5%
LAS Breadth	5.0 – 8.5 credits	25% - 42.5%
Studio	2.5 – 6.0 credits	12.5% - 30%

The Honours BA in Visual and Critical Studies is built on a foundation of established Liberal Arts & Sciences courses that were designed to provide history and context, depth and breadth to the BFA and BDes degree programs offered since 2002 at OCAD U. This course base has been updated and expanded on an annual basis. In addition, five new courses have been developed to provide foundation, structure and depth to the Visual Culture core:

LBST 1B04: Global Visual & Material Culture: Beginnings to 1800 (part one of a survey of global visual culture, including design history and Indigenous material, 0.5 credit);

LBST 1B05: Global Visual & Material Culture: 1800 to the Present (part two of a survey

of global visual culture, including design history and Indigenous material, 0.5 credit);

LBST 1B14: Things and Text (a course that introduces students to critical writing in the context of thinking about categories of art and material objects; 0.5 credit)

VISC 3B29: Methods in Visual and Critical Studies (an introduction to the primary research methodologies of art history, design studies, and media & digital studies, and where/how they intersect; worth 0.5 credit)

VISC 4C01 and VISC 4C02: Honours Seminar I and II (a capstone course providing the opportunity for independent research combined with presentations, discussion, and peer review; selected papers will be presented at a one-day colloquium at the end of the final year; worth 2.0 credits; students must successfully complete VISC 4C01 to proceed to VISC 4C02).

Additionally, two new courses have been developed to provide a solid grounding of breadth to the program:

LBST 1C01: Liberal Studies One, Part I and LBST 1C02: Liberal Studies One, Part II (a coordinated, though independent pair of team-taught thematically-based courses that integrate philosophy, literature, and history with science or social science; worth 1.0 credit each);

ENGL 2B04: Advanced Research Literacy and Writing (a course that builds on the intensive writing, reading, and research experiences of LS One to ensure these capacities continue to develop and are recognized as a major strength of Honours BA students).

As an enhancement to all OCAD U programs, a new sequence of Business Innovation (BUSI) courses has been developed over the past two years and may be taken as a cluster or minor within this program.

The Faculty of Liberal Arts & Sciences currently offers 88 courses in the discipline of Visual and Critical Studies, delivered by 25 core faculty members (19 PhDs, 1 MFA, 1 MArch, 1 MDes, 2 ABDs, 1 MA), supplemented by 21 sessional instructors. The Faculty also offers 28 Humanities, 24 English, 12 Social Sciences, 15 Science/Technology/Math, and 3 interdisciplinary Liberal Studies courses delivered by a core of 16¹ faculty members, many of whom pursue an art or design practice in addition to their PhD research interests, and supplemented by 34 sessional instructors.² Approximately 74 Teaching Assistants assist as tutorial leaders, in-class TAs and markers for large first- and second-year courses.

¹ Eight faculty members teach both Visual Culture and breadth courses; all of these hold a PhD in the breadth discipline and several hold an MFA in a studio specialization. Cf. the full list of Liberal Arts & Sciences faculty and their credentials in Appendix XIII.

² Sessional instructors normally hold a PhD or Master's (ABD) in the discipline of instruction or a related field.

1.3.5 Program Map

Year-Sem	Course	Course	Course	Course	Course
1-1	LBST 1B04: Global Visual & Material Culture: Beginnings to 1800	LBST 1B14: Things and Text	LBST 1C01: LS One, Part I**	LBST 1C01: LS One, Part I**	Studio*
1-2	LBST 1B05: Global Visual & Material Culture: 1800 to the Present	LBST 1B06: Global Visual & Material Culture: Critical Frameworks	LBST 1C02: LS One, Part II**	LBST 1C02: LS One, Part II**	Studio*
2-1	200-Level History of Art course (VISA)***	200-Level Design Studies Course (VISD)***	ENGL 2B10** Adv Research & Writing	LAS Breadth**	Elective ****
2-2	200-Level Media & Digital Studies Course (VISM)***	VIS/C/A/D/M 200-Level***	LAS Breadth**	Elective****	Studio (Choice of GART 2Bxx CIAT or GDES 2B03 Think Tank)*
3-1	VIS/C/A/D/M 300-Level***	VIS/C/A/D/M 300-Level***	LAS Breadth**	LAS Breadth**	Elective****
3-2	VISC 3B29: Methods in Visual & Critical Studies	VIS/C/A/D/M 300- Level***	Studio*	Elective****	Elective****
4-1	VIS/C/A/D/M 400-Level***	VISC Honours Seminar I	4C01: VISC Honours Seminar I	4C01: VISC Honours Seminar I	LAS Breadth** Elective****
4-2	VIS/C/A/D/M 400-Level***	VISC Honours Seminar II	4C02: VISC Honours Seminar II	4C02: VISC Honours Seminar II	Studio* Elective****

*Students will take two First-Year Studio Art or Design courses in Year One and 0.5 credit studio requirements in Years Two, Three and Four; students will choose from a discrete list of studio clusters/minors or new transdisciplinary studio courses that will be developed to meet the upper year requirements.

**LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level; see list pages 64-66..

***Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:

- At least one 200-level Art History course (VISA)
- At least one 200-level Design Studies course (VISD)
- At least one 200-level Media & Digital Studies course (VISM)
- At least two courses in Global Perspectives (these may be selected from across the disciplines), p. 45
- At least two courses in pre-20th Century Visual Culture, p. 47
- At least one course in Canadian Visual Culture, p. 46
- At least one course in Indigenous Visual Culture (may be selected from across the disciplines), p. 46

****Students have two open electives in Year Two, three open electives in Year Three, and two open electives in Year Four. These can be combined with studio requirements to pursue a studio pathway or to pursue a Liberal Arts & Sciences minor in any field other than Art History, Design Studies, or Media Studies, or to pursue an Interdisciplinary minor. **The combined total of all Visual Studies courses, including studio, may not exceed 15.0 credits.**

1.4 PROGRAM ABSTRACT

The program in Visual and Critical Studies is housed in the Faculty of Liberal Art & Sciences and leads to a Bachelor of Arts (Hons) degree. The program includes an introductory first-year studio experience that prepares students for upper year studio courses and allows them to pursue selected studio pathways, if desired. The program is designed for students who value the historical and theoretical foundations of visual art, design, and media as much or more than creative production, and are interested in graduate education and/or career opportunities that synthesize theory and practice, such as curating, arts administration, arts journalism, design criticism, design or media management, project administration, data visualization, or working in varied design and media production industries.

SECTION 2: PROGRAM DEGREE LEVEL STANDARD

2.1 Overview

Most of the core courses and electives in the Honours BA in Visual and Critical Studies currently constitute a significant component of existing BFA and BDes programs at OCAD, either as required courses or breadth electives. Although the BFA and BDes programs are not explicitly designated as Honours programs, the degree level standard by which they have been redeveloped over the past decade -- and also evaluated as part of either the UPRAC process (prior to 2011) or the current Institutional Quality Assurance Process (IQAP) -- has been in keeping with the OCAV-mandated Undergraduate Degree Level Expectations (DLEs) for the Honours Bachelor's Degree. In 2008, as requested by OCAV/COU of all Ontario universities, OCAD produced a version of Honours Bachelor's DLEs that speaks directly to the combined studio-based/experiential and liberal studies components of OCAD's degree programs -- and also expands on the original set of six DLEs with elements of the New Ecology of Learning outlined in OCAD's 2006-2011 Strategic Plan. Since adoption of these DLEs by OCAD's Academic Council in spring 2008, each program area has been requested to map its full curriculum against a learning matrix incorporating these DLEs (Appendix I), with special attention to programs undergoing UPRAC/IQAP review.

2.1.1 Learning Levels

The Faculty of Liberal Arts & Sciences (name changed from Liberal Studies in July 2011) has also undertaken the exercise of curriculum mapping in conjunction with the development of this proposal for an Honours BA in Visual and Critical Studies. The Faculty offers an extensive range of courses in each of Art History, Design Studies, and Media & Digital Studies, as well as breadth courses at every year-level across all six OCAV DLEs. Program Level Learning Outcomes, mapped to DLEs, as well as courses mapped to Program Learning Outcomes may be found in Section 4 on pp. 39 and 40-45.

The four levels, corresponding to each of the four years of study toward an Honours BA are as follows:

100-Level	Introduction to context of art/design practices: the student observes, engages in studio production, self-assesses, identifies own values,
-----------	--

articulates personal response, reads/ listens to/ researches and describes historical context

- 200-Level Development of the skills of creative making, critical analysis, and **research literacy**: the student infers, identifies, examines, explicates, researches, develops strategies, explains and contextualizes personal response
- 300-Level Acquisition and development of research skills: the student relates concepts, issues & methodologies; defines and methodically resolves problems; evaluates; analyzes; reflects on and communicates results; clarifies and communicates personal position
- 400-Level Self-directed research and contextual understanding: the student integrates problem-solving and methodology; applies a valuing process, responds to local & global perspectives, makes and defends qualitative judgments, establishes and employs critical frameworks, demonstrates leadership in addressing social & professional issues, including ethical responsibility

2.1.2 Breadth Requirements

In addition to the core art, media, and design history and theory courses (VISA/C/D/M), the Faculty of Liberal Arts & Sciences offers a large selection of breadth courses in the Humanities (HUMN); Social Sciences (SOSC); Science, Technology & Mathematics (SCTM); and English/Literatures (ENGL). **Each of these disciplinary groupings offers mandatory or elective breadth courses at levels two, three, and four. Effective with the incoming class of 2012, the breadth requirements for BFA and BDes programs have been revised to enable all students to select multi-level sequences of courses. All program students at OCAD U must complete a minimum of 5.0 credits in Liberal Arts & Sciences to graduate, with at least one course in two of the four breadth discipline groupings.**

A unique benefit of the general studies or breadth courses offered at OCAD U is that the majority of our permanent faculty members and many of our Limited Term and Sessional faculty

have a background or practice in art or design, as well as a terminal degree in their Liberal Arts or Sciences discipline. For example, Lynne Milgram has a background as a weaver in addition to holding a PhD in Anthropology; Bill Leeming is a printmaker with a PhD in Sociology; Ian Clarke is a printmaker with a PhD in Biology – and there are a dozen other examples. This means that faculty are capable of slanting the general studies material to engage the interests of the students, underscoring the relevance of the material to art and design practitioners, and helping the students bridge the gap between disciplines.

All Liberal Arts & Sciences courses provide historical context, theoretical underpinnings, and an introduction to the methodologies typical of the academic discipline at hand. Critical thinking is introduced and reinforced at each level through discussion, presentations, and written assignments of increasing length and complexity.

2.2 How the BA (Hons) Program Meets the Knowledge and Skill Expectations of the Six Categories:

2.2.1 Depth and Breadth of Knowledge

Building on three first-year courses (two surveys of art and design history from a global perspective: Global Visual & Material Culture: Beginnings to 1800 and Global Visual & Material Culture: 1800 to the Present, plus an introduction to critical methods for art, media, and design: Global Visual & Material Culture: Critical Frameworks), students in the BA program in Visual and Critical Studies will be required to select a minimum of four VISA/C/D/M courses in each of years two, three, and four, not including the full-year Honours Colloquium in the fourth year. The breadth and depth of course offerings, especially rich Art History but still extensive in Design Studies and Media & Digital Studies, provide students with considerable choice at each year-level, although all courses are not offered every year:

Art History (VISA)	200-level	7 courses
	300-level	22 courses
	400-level	11 courses
Design Studies (VISD)	200-level	6 courses
	300-level	10 courses
	400-level	4 courses
Media & Digital (VISM)	200-level	5 courses
	300-level	7 courses

400-level 11 courses

Not included in this count are five 300- and 400-level cross-disciplinary Visual Culture courses (VISC), including the Methods in Visual and Critical Studies and the Honours Seminar, which are required of all students. A full list of courses and descriptions may be found in Appendix II and examples of course outlines are contained in Appendix VIII.

At the conclusion of the program, students will demonstrate a developed knowledge and critical understanding of key concepts, the range of methodologies and critical approaches employed in Visual and Critical Studies as a discipline overall, as well as in their chosen area of focus, with an emphasis – as befits an art and design university – on contemporary practice and theories. The opportunities for formal dialogue between practitioners and theorists at OCAD U are ongoing, whether through in-class guest speakers or presentations by visiting artists and designers. One of the great advantages of the OCAD U BA program is that students will be learning in an active environment, where art and design are being made and discussed on a daily basis.

The program of study for the BA also ensures that students learn about the history and evolution of the three constituent streams of Visual and Critical Studies. In addition, they will develop a hands-on understanding of the technical competence entailed by a studio specialization (art, design or media), with the option of augmenting the required studio component and completing a specialized studio minor. They may also opt to pursue a minor in another Liberal Arts & Sciences discipline such as English or Social Science, or an interdisciplinary field such as Aboriginal Visual Culture.

In the fourth year, BA students participate in a full-year Honours Seminar, which culminates in a major research paper that builds on and pulls together the research and critical thinking skills developed sequentially throughout their program and notably in the 300-level Methods in Visual and Critical Studies, but also broadened beyond the discipline through courses in the Humanities (HUMN), English/Literatures (ENGL), Social Sciences (SOSC) and/or Sciences (SCTM). Throughout the experience of planning, researching, and writing this project, students will consider various theses, weigh the merits of each alternative, determine the appropriate methodology, and hone their written skills.

2.2.2 Knowledge of Methodologies

Students are introduced to the most common critical approaches and methodologies of Visual and Critical Studies in their first year (Global Visual & Material Culture: Critical Frameworks). Every VISA/C/D/M course demonstrates and consciously engages the student in discussion about methodology (as is also the case, noted above, in the breadth courses). In the third year, students will take Methods in Visual and Critical Studies, which will provide a coherent discussion of the various methodologies employed across the three disciplines (art, media, design) and draw attention to ways in which they intersect as well as the most appropriate method for a specific outcome (e.g., historical analysis vs. process-based research). This course is consciously placed in the second half of the third year to enable students to have sufficient experience with each of the disciplines to ensure a high level of discussion. In the fourth year, the Honours Seminar provides students with the opportunity to bring their understanding of methodologies to bear on a specific project in their area of focus, beginning with a literature review (annotated bibliography) of relevant “classic” and current research.

2.2.3 Application of Knowledge

Beginning in first year and continuing in every VISA/C/D/M course throughout the four years of the program, students develop the ability to review, explicate, present and, by the third and fourth years, critically evaluate information, both qualitative and quantitative, as they develop arguments in papers, and make and defend sound judgments in conceptualizing a research paper, class presentation or creative project.

In the first year, BA students will take “LS One,” a full-year interdisciplinary course that engages a theme from multiple perspectives – historical, cultural, geographical, disciplinary – that will be team-taught by faculty with specializations in philosophy, literature, and history. As the program grows, a second “LS One” section may be added that involves a theme and faculty from the social sciences and sciences, as well as humanities. The lectures, seminars, group and individual projects of this course will expose students to a broad range of critical approaches and methodologies that will (judging by our experience with and earlier version LS One) inform student thinking and projects throughout the remainder of their time at OCADU.

Over the second year, students will build their knowledge of visual culture through exposure to coursework in each of the constituent disciplines. By the third year students will have sufficient background, informed by their studio experience, to focus their interests. They will also have the option to participate in a summer field study or internship.

By the fourth year, as they undertake their independent research project in the Honours Seminar, students will apply the underlying concepts, principles and analytic techniques appropriate to their topic -- which may, depending on their choice of minor, be cross-disciplinary. They will also have acquired and be able to use a range of established techniques to independently undertake the critical evaluation of arguments, assumptions, abstract concepts and information as they pose a problem, propose solutions, frame appropriate questions for solving the problem, and solve it. The written work and presentation of it to a small group of peers will also hone the ability to critically discuss scholarly reviews and primary sources.

2.2.4 Communications Skills

All first-year BFA and BDes students are required to take an academic writing course (The Essay and the Argument). We are replacing this in the BA program with two writing-intensive courses, LBST 1B14 Things and Texts and LBST 1C01/02 LS One. The former will stress content-based writing to give students a firm foundation of academic writing and argument in the context of art, design and media criticism. LS One will introduce peer review to develop critical editing skills.

Liberal Arts & Sciences courses generally, and ENGL, HUMN and VISA/C/D/M courses particularly, are the most writing intensive of all courses that students in studio programs take at OCAD U. Students in the BA program will have greater opportunity than their studio peers to develop high quality written communication skills simply by virtue of the overall number of writing-intensive courses in the program, but also as a result of the higher expectations in the fourth year (the Honours Seminar). BA students will also have ample opportunity for developing the capacity to orally present information, arguments and analyses of increasing complexity to a range of audiences (fellow students in breadth courses, studio majors in upper level studio courses during critiques, and peers in the Honours Seminar – as well as faculty across the disciplines).

2.2.5 Awareness of Limits of Knowledge

The more one learns, the more one understands how little one knows. Students in the BA program, like their BFA/BDes counterparts, will learn the hard lesson of limits but at the same time come to appreciate the value of trying and failing, of failing better, of using an iterative process where each new attempt is a great improvement (or at least creates a sequence of progress and growth). BA students will, through increasingly challenging research projects, come to understand and appreciate ambiguity, blurred boundaries, missing pieces of knowledge and the effect of these things on interpretation and analysis. This is not learned in one course or one stream of the curriculum; it is a growing awareness that evolves over time through the presentation of increasingly complex and challenging material.

2.2.6 Autonomy and Professional Capacity

The Conference Board of Canada calls these “employability skills,” starting with the personal management skills of exercising initiative, taking responsibility, and accepting accountability, and extending to the abilities to work effectively in teams and make decisions in complex situations. The four-year Honours BA in Visual and Critical Studies presents multiple opportunities for students to develop these capacities, beginning with expectations around showing up for classes on time and prepared, through managing multiple demands and responsibilities, including working with fellow students in group projects and, of course, working independently and meeting deadlines.

The BA program also offers the greatest amount of personal choice for students of any program at OCAD U to date, starting with the broad selection of core VISA/C/D/M courses at each level, and also in the number of electives, breadth options, and the range of minors/studio pathways to choose from. Students have a great deal of leeway to manage their learning plans over the course of the four-year program, with available advice through the program Chair, the Student Advisors, and individual faculty members.

OCAD U also offers a full range of academic supports, from a small but growing Library with librarians who actively engage in the student learning process, including through the well-utilized Learning Commons, to an innovative Writing & Learning Centre with programs to assist

individuals or classes at all stages. Please see Section Six: Capacity to Deliver for details of academic and student support services.

2.3 OCAD U's Additional Expectations

In addition to the above six categories of University Undergraduate Degree Level Expectations mandated by OCAV and adopted by PEQAB, OCAD U has articulated the following additional three:

2.3.1 Social Interaction & Effective Citizenship

OCAD U students are expected to demonstrate an awareness of and ability to work effectively within social, political, and economic contexts. In the BA program, most VISA/C/D/M courses are taught to provide historical and contemporary socio-political context to the topic at hand. Students are also expected to demonstrate an understanding of the broad range of ethical issues and their implications for art and design practice. Although many courses – studio and liberal studies – pay attention to or highlight at least some of these ethical issues, there are a number of Humanities courses that deal explicitly with contemporary applied ethics, such as HUMN 3B05 Environmental Ethics, HUMN 3B07 Ethics and the Visual Arts, HUMN 3B08 Ethics, Advertising and Design, HUMN 3B10 Multicultural Social Ethics, HUMN 4B04 Health and Wellness: Social Ethics and Cultural Politics.

All students, including BA students due to the studio component in their program, must be made cognizant of health and safety issues as they apply to art and design practices. This starts with mandatory online WHMIS (Workplace Hazardous Material Information System) training the first week of classes. An increasing interest in accessible design or inclusive design is addressed in a number of design courses, as well as SCTM 2B17 Introduction to Inclusive Design.

Sustainability and sustainable art and design practices are topics woven into most studio courses and also addressed in specific Liberal Studies courses that may be selected as electives, e.g., VISD 3B46 Design and Sustainability, HUMN 2B28 Nature, Culture and the Environment, and HUMN 3B05 Environmental Ethics.

2.3.2 Global Perspectives

OCAD U graduates are expected to demonstrate an awareness of multiple audiences and openness to cross-cultural perspectives, as well as a plurality of approaches to art and design practice. The OCAD U student population, like the city of Toronto, has become multicultural well in advance of the availability of good art and design history survey texts that reflect these global perspectives. Nevertheless, OCAD has now redeveloped the first-year survey courses to encompass design as well as art history, and provide a more balanced selection of global, Canadian, and Indigenous material.

Through strategic hiring over the past few years, the Faculty of Liberal Arts & Sciences has added tenured and tenure-track faculty specialists to broaden and deepen the upper level curriculum with specialized courses in Aboriginal, Black Atlantic, Korean, East Asian, and South Asian visual culture, adding to the existing strengths in European, Canadian, American, and Latin American. These have been supplemented by sessional faculty who teach courses in African, Eastern European, and Middle-eastern visual culture.

2.3.3 Interdisciplinary Experience

The BA program in Visual and Critical Studies is already -- at least in the realm of visual arts -- an interdisciplinary program. Visual Studies or visual culture has evolved from art history, design history/studies, and media studies. Although each of the three contributing disciplines still exists, discussion of new work in any of these fields is informed by the broader context of visual culture. Students are required to take at least one course in each of the three constituent disciplines, as well as a third-year Methods course that tracks the different approaches of each discipline and examines how each informs the new field of visual studies.

The BA program also exposes students to a range of disciplines/practices outside their major area of study through breadth requirements (a minimum of 5.0 credits must be taken outside the discipline of visual studies including studio). We have added the innovative LS One to the first-year program, which perhaps most consciously of all courses encourages “interdisciplinary thinking.” As well, the option of pursuing a minor, whether a studio specialization, another Liberal Arts & Sciences discipline (e.g., English, Creative Writing, Social

Science) or an interdisciplinary minor such as Aboriginal Visual Studies, provides another important interdisciplinary experience for the student.

Taken together, these experiences will inform the BA students' fourth-year Honours Seminar and enable them to apply learning from one or more areas outside the discipline to their major field of knowledge.

2.4 Chart of Degree Level Expectations, Program Learning Outcomes, and Program Requirements

Please see the chart in Section 4.6 Program Content, pp. 39-45.

SECTION 3: ADMISSION, PROMOTION, AND GRADUATION STANDARD

Students applying for admission to the OCAD U Honours BA would have a slightly different process than OCAD U BFA or BDes students. BA Honours applicants must meet the following requirements to complete the admission process:

3.1 Admission Requirements for Direct Entry

3.1.1 Digital Portfolio and Writing Sample:

Students entering the program from high school would be evaluated based on a combination of academic requirements, grades, writing sample and digital portfolio or letter of interest.

3.1.1.1 Digital Portfolio or One-Page Letter of Interest

All students entering the program would be required to submit either a one-page essay (300 words max) on why they would like to study the liberal arts in a studio setting or a digital portfolio of five pieces of creative work. The latter would demonstrate creative activity and could include drawing, video, design, photography, web design, game design etc.

3.1.1.2 Writing Sample

All applicants would be required to submit an original essay of 500 words on a topic determined annually by the BA Admissions Panel.

3.1.2 Academic Requirements:

3.1.2.1 Academic Requirements for Ontario Applicants:

- Ontario Secondary School Diploma, (OSSD)
- Six Grade 12 U or M courses with a minimum overall academic average of 70%,
- Grade 12 U English (ENG4U) with a minimum final grade of 70% (*Please also review additional requirements below*)

3.1.2.2 Academic Requirements for Canadian applicants outside Ontario:

Grade 12 Secondary School Diploma with a minimum overall academic average of B or 70% numeric equivalent including a Grade 12 English with a minimum of 70%. Plus the writing sample and digital portfolio described as above.

3.1.2.3 Additional Academic Requirements:

In addition to the Grade 12 English requirement, applicants whose first language is not English

and who have resided and studied less than four years in a country where the official language is English, are required to present a Test of English as a Foreign Language (TOEFL), or equivalent. Please note: this does not apply to Francophone Canadians.

3.1.2.4 Academic Requirements for international applicants:

Secondary School Graduation equivalent to Grade 12 in Ontario and:

From countries with English as the official language of instruction, a minimum grade of B or **70%** numeric equivalent in English 12 or equivalent.

From countries with a language other than English as the official language of instruction, applicants are required to present a Test of English as a Foreign Language (TOEFL), or equivalent test (TOEFL and equivalent test scores). International students must have a valid Study Permit (student visa) and valid University Health Insurance Plan (UHIP) before registering at OCAD.

3.2 Admission Policies and Procedures for Mature Students

A mature applicant is at least 21 years of age by September 1st of the year of intended enrolment. All applicants, including Canadian citizens, **must provide graduation or equivalent, proficiency in English, plus the writing sample and digital portfolio/essay described above. All mature applicants will be requested to come for an interview.**

3.3 Promotion and Graduation Requirements

Honours BA program students must complete the 7.0 designated credits of their program specialization module with a minimum cumulative average of 70% and a minimum mark of 60% in any of the designated courses. An overall average of at least 65% must be achieved to fulfill graduation requirements. Otherwise, Honours BA students would be subject to the same promotion and graduation requirements as BFA and BDes students. The following academic policies apply:

- #1004 Academic Standing (Undergraduate)
- #1005 Graduation Requirements (Undergraduate)
- #1013 Graduation Approval Process (Undergraduate)
- #1014 Academic Misconduct
- #1030 Academic Progression – Undergraduate
- #1031 Reinstatement
- #3002 Student Academic Appeals

These policies may be accessed on the OCAD U Website at www.ocadu.ca/students/student_policies/academic_policies.htm .

In addition to these policies, an easily accessible set of Undergraduate Academic Regulations and Procedures may be found on the Student website:

www.ocadu.ca/students/student_policies/regulations_and_procedures.htm.

3.4 Advanced Standing Policies and Requirements

Please note that established OCAD Prior Learning Assessment (PLA) Policy Guidelines will apply to all transfers whether internal or external.

3.4.1 Internal OCAD Transfer from the BFA/BDes to the Honours BA

OCAD students who wish to move from a BFA or BDes program to the Honours BA program will require an overall average of 65%. If the student's average is below 65%, approval from the Dean of Liberal Arts & Sciences will be required.

3.4.2 Internal OCAD Transfer from the Honours BA program to the BFA or the BDes program

OCAD students who wish to move from the Honours BA program to either the BFA or the BDes must complete the Advanced Standing procedures. This type of program change normally requires a portfolio review.

3.4.3 External Students Wishing to Transfer into the Honours BA

Established OCAD Prior Learning Assessment (PLA) Policy Guidelines will apply to all external transfers.

3.4.4 Additional Requirements:

Applicants whose first language is not English and who have resided and studied less than four years in a country where the official language is English, are required to present a Test of English as a Foreign Language (TOEFL) or equivalent. Please note: this does not apply to francophone Canadians.

SECTION 4: PROGRAM CONTENT STANDARD

4.1 Program Advisory Committee

4.1.1 The Faculty of Liberal Arts & Sciences Program Advisory Committee comprises professionals in the various fields of art, craft, media and design production, curating, or consulting, as well as academic experts in visual and critical studies. Once the program is up and running we plan to add at least one student representative and eventually an alumni representative. Current committee members include:

NAME	OCCUPATION/ CREDENTIALS	EMPLOYER	PROFESSIONAL AFFILIATIONS
Vanessa Eckstein	Designer; Founder and Principal; MFA	Blok Design	Blok has lived and worked in Buenos Aires, LA, New York, Mexico City and Toronto. Clients include Nike, Pepsi, The Miami Art Museum, ING, Museo Tamayo, Caban, Coleccion Jumex. Over 250 international awards incl The Type Directors Club of Tokyo and of NY, The One Show, ID. She has taught at the Ontario College of Art and Design in Toronto, served as VP of the Assoc of Registered Graphic Designers of Ontario, juried international design competitions and lectures nationally and internationally.
Gerry Flahive	Senior Producer; BA	National Film Board of Canada	In a career spanning more than 30 years with the NFB, Gerry Flahive has produced more than 70 films and new-media projects. His interactive documentary Highrise: Out My Window won an Emmy Award in 2011.
Ken Greenberg	Urban Designer/ Architect; BA, B.Arch	Principal, Greenberg Consultants Inc.	Fellow, Royal Architecture Institute of Canada; Fellow, Toronto Society of Architects; Fellow, Institute for Urban Design; Assoc. Member, American Institute of Architects; Member, Urban Design Forum
Jan Hadlaw	University Professor; PhD, Communications	York University, Faculty of Fine Arts, Department of Design	Hadlaw holds appointments in York's Graduate Programs in Design, Communications & Culture, and Science & Technology Studies. She has been involved in curriculum planning and review at undergraduate, graduate, faculty and senate levels.
Madeline Lennon	University Professor; PhD, Art History	Professor Emerita, University of Western Ontario, Department of Visual Arts	Past Chair and past Graduate Director of the Department of Visual Arts at University of Western Ontario, Lennon was on the review panel of OCAD for MTCU in 2001. A 3M Teaching Fellow, she currently coordinates the Faculty Mentor Program.
Susan Lord	University Professor; PhD, Film Studies	Queen's University, Department of Film and Media	Department Head, Film & Media; founding and current member of Steering Committee and Chair of Curriculum for Grad Program in Cultural Studies. Cross-appointed to Art and to Gender Studies. Collective member of PUBLIC/ Public Access. Researched and published in areas of Cuban and Canadian film and visual culture; cities and public media art; decolonization and culture; curates media arts.
Francine Perinet	Gallery Director	Director, The Frederick Horsman Varley Art Gallery of Markham	Before joining the Varley Art Gallery, Perinet was Director of Oakville Galleries for more than 16 years, taught at U Ottawa and was chair of Dept of Visual Arts from 1988-92, served at Canada Council in Visual Arts Section; she has published widely.

Sarah Quinton	Curator; BFA, MFA	Curatorial Director, Textile Museum of Canada	Quinton has taught and co-ordinated at the Nova Scotia College of Art and Design, the Ontario College of Art and Design, Tyler School of Art and the School of Crafts and Design at Sheridan College. She is a past member of OCADU's Board of Governors, and was Chair of the Board of Directors for OCADU's Professional Gallery (Onsite) from 2008 – 2011.
Laura Stein	Designer, Creative Director; BA, BFA	Bruce Mau Design	Previous employers: Ziccardi Partners Frierson Mee, Advertising Agency, NYC; HarperCollins Publishers, NYC. Winner of numerous awards incl GDUSA Packaging Design, Core 77 Design Awards; served on RGD Panel: Book Burning Questions - future of the book; Facilitator Design Literacy Retreat, Philip Johnson Glass House

4.1.2 Excerpt from Minutes of Program Advisory Committee Meeting, December 4, 2012:

“Motion to support revisions to the Honours BA Program in Visual and Critical Studies and to confirm that the program meets or exceeds the requirements of the field of study: moved by Susan Lord, seconded by Laura Stein/ carried unanimously.”

Minutes are on file in Faculty of Liberal Arts & Sciences Office.

4.2 Program Rationale

The program in Visual and Critical Studies grows organically from OCAD's existing curriculum, in a discipline that is central to OCAD's educational program. Although art and design history courses have constituted an integral part of OCAD program requirements for more than forty years, it was not until OCAD received degree-granting status in 2002 that Visual and Critical Studies requirements along with breadth requirements (together constituting 25% of each BFA and BDes program) were formalized. Since 2003, all degree students have been required to take a minimum of 3.0 credits in Visual Culture (VISC).

Also since 2003, as the Faculty of Liberal Arts & Sciences has expanded its VISC offerings and augmented and diversified its faculty complement, development has been focused on supporting the two traditional areas of studio programming at OCAD U: Art and Design, and more recently a third: Media & Digital Studies.

Growing recognition of OCAD U's leadership role, not only in educating artists and designers, but also in shaping the research agenda and weighing in on the dialogue within the art and design communities, not just in Toronto and Ontario, but nationally and globally, has attracted highly qualified expertise in each of these streams. OCAD U's graduate programs are

burgeoning – and these include an MA in Interdisciplinary Studies and an MA in Contemporary Art, Design, and New Media Art Histories. Faculty teaching in these graduate programs will also teach in the BA program.

Indeed the core faculty for this program is in place and the undergraduate curriculum exists. It only makes sense to utilize these resources and offer an Honours BA in Visual and Critical Studies.

There is another compelling reason to offer an Honours BA program. Diversifying programming at OCAD to take the pressure off expensive to deliver studio-based programs in meeting growth targets will help the institution in two important ways: first, it will provide a less expensive way to offer quality art and design programming to meet demand for new spaces; second, it will provide students with a viable alternative to a practice-based degree when their academic predilection is rooted in issues explored through the study of history and theory.

4.3 Survey of Comparable Programs

While there are a number of Honours BA programs in Art History offered by universities across Canada, including by many Ontario universities, there are few that can provide the same breadth and depth in contemporary art history, criticism and theory, and none that can offer the additional options of Design Studies and Media & Digital Studies within the same program. Where Design Studies programs exist at the undergraduate level, they are restricted to one design field, e.g., Graphic Design Studies at Vancouver Island University or Architectural Studies at the University of Toronto.

Because this is an undergraduate program, we have looked most closely at programs at southern Ontario universities (UTM/Sheridan, UWO, York, UToronto, and Guelph) as well as at a few comparable independent art and design schools in the US (School at the Art Institute of Chicago, Pratt Institute, School of Visual Arts in NYC, and California College of the Arts). The component of studio courses within these various programs varies tremendously, from not required (Western and U Toronto) to playing a heavier role than visual studies courses (UTM/Sheridan and Guelph). At OCAD U, we believe we have created a range of choices for students that allows them to focus on one constituent field in Visual & Critical Studies as well as a secondary concentration in studio art or design, or in another discipline altogether (see list of minors in Appendix VII). The balance is in the students' hands and range of choices is unmatched by other institutions.

OCAD's proposed Hon BA in Visual and Critical Studies offers the following features:

- Opportunity to pursue in-depth academic study in the creative environment of an art & design school
- Depth and global breadth of expertise in 20th and 21st century art history
- Unusual depth of expertise in design studies
- Growing expertise in media & digital studies
- Unparalleled breadth of course offerings across art history, design studies, and media & digital studies
- Exceptional studio selections including pathways and choices for a specialized minor in Art and program clusters in Design; students may also access Interdisciplinary clusters and minors in Indigenous Visual Culture and Digital Futures.

4.3.1 Comparator Programs – Canada

	UTM – Sheridan: Hon BA in Art and Art History	UWO: Hon BA in Visual Arts or Art History & Criticism	York: Hon BA in Art History 6 credit hours = 1.0 credit	U of T: Hon BA in Art History	Guelph: Hon BA in Studio Art / Art History		OCADU: Hon BA in Visual & Critical Studies
Art History Credits	4.0 At UTM	12.0	42 - 48 (=7.0-8.0)	11.0	3.0	9.0	9.0
Theory/ Methods Critical Studies/Issues							
Studio Credits	7.0 At Sheridan	option	6 - 12 (= 1.0-2.0)	Open electives	6.0	option	2.5
General Studies		2.0	18.0 (=3.0)		4.0	4.0	
Other Fine Arts Fields			12.0 (=2.0)				
Outside Fine Arts	4.0	4.0 Incl 1.0 language	12.0 Outside Fine Arts (=2.0)	7.0 incl 2.0 Language Requirement	5.0	5.0	5.0
Open Electives	5.0	2.0	24.0 (=4.0)	2.0	2.0	2.0	3.5
TOTAL	20.0	20.0	120.0 (=20.0)	20.0	20.0	20.0	20.0
Max Art History/Visual Arts incl Studio	16.0	14.0	66.0 (=11.0)	13.0	11.0	11.0	15.0

4.3.2 Comparator Programs – USA

	SAIC: BA in Visual & Critical Studies	Pratt: BA in Critical and Visual Studies	SVA: BA in Visual and Critical Studies	CCA: BA in Visual Studies
Art History Credits	18.0	3.0	18.0	
Theory/ Method/Critical Studies/Issues	Core: 18.0	52.0	24.0	42.0
Studio Courses	36.0		60.0	39.0
General Studies	42.0 Humanities & Science	45.0 Human., SocSci, Science	18.0 Humanities	45.0 Humanities and Science
Other Fine Arts		9.0		
Outside Fine Arts				
Open Electives	18.0	24.0		
TOTAL	132.0	133.0	120.0	126.0

4.4 Revised Program Proposal

The revised Honours BA in Visual and Critical Studies will -- as originally intended -- meet the primary objective of enabling students to pursue in-depth academic study in the creative and invigorating environment of a major art and design school. Students in the BA program will share selected classes with students majoring in one of the studio programs, but will follow a distinct sequence of courses, seminars and research in Visual and Critical Studies. Core Liberal Arts & Sciences courses will provide students with a strong history and theory background and with a range of critical methods for exploring the cultural meaning of art, design and media as they relate to social, economic, political and material circumstances within Canada and globally.

The Honours BA degree has been developed to provide students with a broad background in Visual and Critical Studies as well as the opportunity to pursue in depth one of the three major fields it comprises: art history, design history and theory, media and digital studies. The Faculty of Liberal Arts & Sciences currently offers 88 courses in Visual and Critical Studies: 9 cross-disciplinary visual culture, 40 art history, 20 design studies, and 23 media studies delivered by 25 core faculty members, supplemented by 21 sessional instructors.

This richness of Visual and Critical Studies at OCAD U means that several features of the Honours BA program are unrivalled provincially and nationally. First, students in this program experience contemporary art and design at a level matched by no Canadian university,

and by only a few in North America. With 4,500 undergraduate and graduate students, 400 faculty members, and galleries featuring both the OCAD U community (students, faculty and staff) and nationally and internationally significant artists and designers, OCAD's environment fosters a deep awareness of contemporary culture. Along with the objects of art and design, this awareness embraces contemporary ideas: OCAD U maintains a vigorous schedule of visiting artists, designers and commentators, promoting a scholarly ethos that has been sharpened by the launch of a Master's program in Criticism and Curatorial Practice 2008 and in Contemporary Art, Design, and New Media Art Histories in 2009 (both serving as a key resource for colloquia, teaching assistants and other discipline-specific enrichments of the undergraduate Visual and Critical Studies experience).

4.4.1 Target Audience

Most current applicants to OCAD U plan on pursuing a professional art or design career. Many students, however, discover in the course of their studies that they have a strong interest in the historical and theoretical foundation of visual arts/design/media -- knowledge that is enhanced by studio experience. As traditional boundaries between art and design practitioners, historians, critics and curators continue to dissolve, more and more people resist committing to one of these paths at the expense of the others. We therefore anticipate a sizable number (25) of internal transfer students each year.

Primarily, however, this program speaks to students who wish to enrich their study of visual culture by maintaining a studio practice and/or by studying alongside tomorrow's leading designers and artists. These students tend to be interested in careers requiring literacy in visual culture knowledge and the ability to apply this knowledge. These professions include arts administration, gallery management (non-profit and for profit), curating, teaching at all levels, conservation, arts journalism, design criticism, arts connoisseurship, grant writing, arts council and charitable foundation administration, media management, game marketing, data visualization, etc. This program also positions its graduates to pursue careers in the cultural industries, such as publishing and media, and for further education leading to specialized careers like arts investment, visual culture librarianship, visual resource curating or the growing field of art law.

A chart of enrollment projections is located on page 118, Section 6.5.2.

4.4.2 Introduction to Studio Based Practices

Starting in the first year, all BA students will be have a studio-based experience built into their program, in order to provide them with a practical framework for understanding art, design

and media production – an initiative that is consistent with OCAD’s broad-based learning goals for students. This two-course introductory studio component, reinforced by at least one studio course per year in the subsequent years of study, will provide students with a working knowledge of art and design studio practices and provide a model for hybrid practices and the integration of theory and practice. It will also enable BA students to pursue a Studio Art minor or a cluster of courses in the Faculty of Design.

4.4.3 Range of Potential Minors

The OCAD U Honours BA program in Visual and Critical Studies also enables students to pursue a minor in either another Liberal Arts & Sciences area, such as English, Social Science, or Creative Writing, or in an Interdisciplinary program such as Indigenous Visual Culture, Health and Wellness, Digital Media, or Business Innovation. The option for students to take a studio minor or cluster is appropriate within the context of OCAD U’s long history of studio-based curriculum and in keeping with the institution’s mission to foster student learning across theory and practice.

4.4.4 International Mobility Exchange and Florence Program

Students pursuing an Honours BA will also have access to the Mobility Exchange program which allows OCAD U students to take advantage of spending a semester as an exchange student at one of over 45 art and design institutions in the United Kingdom, Europe, Australia, the United States and at the four art and design universities in Canada, while receiving credit towards their OCAD U degree (while paying regular OCAD tuition fees). BA students may also apply to OCAD U’s Florence Program, a full-year program usually taken in the third year, or to participate in any currently offered study abroad opportunities.

4.4.5 Honours Seminar

The program offers fourth-year students the opportunity to undertake a major research paper, which would be the culminating project of a two-semester Honours Seminar. Weekly discussions, student presentations, and peer review as students research, develop, and write their papers will develop their capacity for independent critical work while strengthening their understanding of methodology in the field. This will also be an important program component for students wishing to apply to a graduate program. A one-day public colloquium at the end of second term will feature student presentations of the best papers; selected papers will then be published in a new series of undergraduate working papers.

4.4.6 General Parameters and Structure of the Honours BA

The OCAD Honours Bachelor of Arts would be a 20-credit program, and like its sister BFA and BDes programs comprise primarily 40 half courses (semester courses), taken over eight semesters. Students deciding to pursue a minor normally can do so within their 20 credits (see Appendix VII Minor Program Guides for details).

The Honours BA has been constructed to allow considerable choice for individual students and would entail the following overall structure:

100 LEVEL	
Visual Culture Credits	2.0
Liberal Arts & Sciences Breadth Credits	2.0
Studio Credits	1.0
200 - 400 LEVELS	
Program Specialization (VISC, VISA, VISD, VISM) Credits*	7.0
Liberal Arts & Sciences Breadth (non-major)**	3.0
Studio Credits	1.5
Studio minor/cluster, LS minor, or open electives	3.5

*Students would take a minimum of 7 credits, including the Honours Seminar, to a maximum of 10 credits in Visual Culture courses, including VISA Art History, VISM Media & Digital Studies, and VISD Design Studies courses.

Students must complete no fewer than 5.0 credits in disciplines outside of visual art and design (i.e., Visual and Critical Studies **and Studio Art and Studio Design).

Visual Culture	9.0 – 12.5 credits	45% - 62.5%
LAS Breadth	5.0 – 8.5 credits	25% - 42.5%
Studio	2.5 – 6.0 credits	12.5% - 30%

The Honours BA in Visual and Critical Studies is built on a foundation of established Liberal Arts & Sciences courses that were designed to provide history and context, depth and breadth to the BFA and BDes degree programs offered since 2002 at OCAD U. This course base has been updated and expanded on an annual basis. In addition, six new courses have been developed to provide foundation, structure and depth to the Visual Culture core:

LBST 1B04: Global Visual & Material Culture: Beginnings to 1800 (part one of a survey of global visual culture, including design history and Indigenous material, 0.5 credit);

LBST 1B05: Global Visual & Material Culture: 1800 to the Present (part two of a survey of global visual culture, including design history and Indigenous material, 0.5 credit);

LBST 1B14: Things and Text (a course that introduces students to critical writing in the context of thinking about categories of art and material objects; 0.5 credit)

VISC 3B29: Methods in Visual and Critical Studies (an introduction to the primary research methodologies of art history, design studies, and media & digital studies, and where/how they intersect; worth 0.5 credit)

VISC 4C01 and VISC 4C02: Honours Seminar I and II (a capstone course providing the opportunity for independent research combined with presentations, discussion, and peer review; selected papers will be presented at a one-day colloquium at the end of the final year; worth 2.0 credits; students must successfully complete VISC 4C01 to proceed to VISC 4C02).

Additionally, two three courses have been developed to provide a solid grounding of breadth to the program:

LBST 1C01: Liberal Studies One, Part I and LBST 1C02: Liberal Studies One, Part II (a coordinated, though independent pair of team-taught thematically-based courses that integrate philosophy, literature, and history with science or social science; worth 1.0 credit each);

ENGL 2Bxx: Advanced Research Literacy and Writing (a course that builds on the intensive writing, reading, and research experiences of LS One to ensure these capacities continue to develop and are recognized as a major strength of Honours BA students).

As an enhancement to all OCAD U programs, a new sequence of Business Innovation (BUSI) courses has been developed over the past two years and may be taken as a cluster or minor within this program.

4.4.7 Program Map

Year-Sem	Course	Course	Course	Course	Course
1-1	LBST 1B04: Global Visual & Material Culture: Beginnings to 1800	LBST 1B14: Things and Text	LBST 1C01: LS One, Part I**	LBST 1C01: LS One, Part I**	Studio*
1-2	LBST 1B05: Global Visual & Material Culture: 1800 to the Present	LBST 1B06: Global Visual & Material Culture: Critical Frameworks	LBST 1C02: LS One, Part II**	LBST 1C02: LS One, Part II**	Studio*
2-1	200-Level History of Art course (VISA)***	200-Level Design Studies Course (VISD)***	ENGL 2B10** Adv Research & Writing	LAS Breadth**	Elective****
2-2	200-Level Media & Digital Studies Course (VISM)***	VIS/C/A/D/M 200-Level***	LAS Breadth**	Elective****	Studio (Choice of GART 2Bxx CIAT or GDES 2B03 Think Tank)*
3-1	VIS/C/A/D/M 300-Level***	VIS/C/A/D/M 300-Level***	LAS Breadth**	LAS Breadth**	Elective****
3-2	VISC 3B29: Methods in Visual & Critical Studies	VIS/C/A/D/M 300-Level***	Studio*	Elective****	Elective****
4-1	VIS/C/A/D/M 400-Level***	VISC 4C01: Honours Seminar I	VISC 4C01: Honours Seminar I	LAS Breadth**	Elective****
4-2	VIS/C/A/D/M 400-Level***	VISC 4C02: Honours Seminar II	VISC 4C02: Honours Seminar II	Studio*	Elective****

*Students will take two First-Year Studio Art or Design courses in Year One and 0.5 credit studio requirements in Years Two, Three and Four; students will choose from a discrete list of studio clusters/minors or new transdisciplinary studio courses that will be developed to meet the upper year requirements.

**LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level; see list on pages 64-66.

***Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-60. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:

- At least one 200-level Art History course (VISA)
- At least one 200-level Design Studies course (VISD)
- At least one 200-level Media & Digital Studies course (VISM)
- At least two courses in Global Perspectives (these may be selected from across the disciplines), p.45
- At least two courses in pre-20th Century Visual Culture, p. 47.
- At least one course in Canadian Visual Culture, p. 46.
- At least one course in Indigenous Visual Culture (may be selected from across the disciplines), p.46.

****Students have two open electives in Year Two, three open electives in Year Three, and two open electives in Year Four. These can be combined with studio requirements to pursue a studio minor or to pursue a Liberal Arts & Sciences minor in any field other than Art History, Design Studies, or Media Studies. **The combined total of all Visual Studies courses, including studio, may not exceed 15.0 credits.**

4.5 Professional Accreditation

There are no professional regulatory or accrediting bodies for the fields in this program.

4.6 Learning Outcomes

4.6.1 Degree Level Expectations

A chart comparing OCAD University's distinctive Undergraduate Degree Level Expectations to the OCAV UDLEs for both the Baccalaureate and Honours Baccalaureate may be found in Appendix I.

4.6.2 Program Level Learning Outcomes

A chart that maps learning outcomes for the Honours BA in Visual and Critical Studies to OCAD U's Undergraduate Degree Level Expectations, and further maps program courses and elements to the program learning outcomes may be found on the following pages (pp. 40-45).

4.6.3 Breadth Learning Outcomes

Breadth outcomes are for the most part embedded in the chart on the following pages (pp. 40-45). For the sake of clarity, an additional chart is provided here:

Breadth Learning Outcome	Courses or Program Elements that Contribute to this Outcome
1. The development of critical thinking, quantitative reasoning, written and oral communication skills;	LBST 1C01/02 LS One; ENGL 2BXX Research Literacy and Advanced Writing; All 300 and 400-level ENGL, HUMN, SCTM, and SOSC courses (see list on pp. 64-66); All BUSI Business Innovation courses. VISC 4C01/02 Honours Seminar
2. More than introductory knowledge in the humanities, sciences, or social sciences;	All 300 and 400-level ENGL, HUMN, SCTM, and SOSC courses - students must take at least 1.0 credits (2 courses) at this level, building on LBST 1C01/02 and 200-level prerequisites
3. Knowledge of society and culture, and skills relevant to civic engagement;	Cf. DLE #7 on chart below.
4. A more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core fields of study.	All 300 and 400-level ENGL, HUMN, SCTM, and SOSC courses - students must take at least 1.0 credits (2 courses) at this level, building on LBST 1C01/02 and 200-level prerequisites

4.6.2 Program Learning Outcomes: Visual & Critical Studies

OCAD University Undergraduate Degree Level Expectations	Visual & Critical Studies Program Level Learning Outcomes	Program Requirements or Segments of Requirements that Contribute to this Outcome
	<i>The graduate has reliably demonstrated:</i>	
<p>1. Depth and Breadth of Knowledge</p> <p>a)i) (experiential knowledge and technical competence) developed knowledge and technical skill sets required for professional art and/or design practice, particularly in the student's specialized field of practice (major)</p> <p>a)ii) (history and theory) developed knowledge and critical understanding of the key concepts, methodologies, theoretical underpinnings, historical and contemporary approaches as they apply to both discipline based and cross disciplinary art and design practices</p> <p>b) (contemporary practice in a discipline) A developed understanding and awareness of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective and how the fields may intersect with related disciplines.</p>	<p>n/a</p> <p>1. an in-depth and critical understanding of the key concepts, methodologies, theoretical underpinnings, as well as historical and contemporary approaches to visual studies (art, media, and design studies).</p> <p>2. an in-depth knowledge of the historical and contemporary manifestations of visual culture, with an emphasis on links to social context and cross-cultural diversity.</p> <p>3. a broad understanding of the chronologies and histories of global visual culture.</p> <p>4. a developed understanding of the similarities and differences between key artistic and design styles and movements, and the technological innovations influencing contemporary visual culture.</p> <p>5. a developed understanding of the interdisciplinarity and breadth of art, media, and design studies (visual culture), and of how they intersect with other disciplines in the social sciences, sciences, and humanities</p>	<p>n/a</p> <p>LBST 1B04: Global Visual & Material Culture: Beginnings to 1800; LBST 1B05: Global Visual & Material Culture: 1800 to the Present; LBST 1B06: Global Visual & Material Culture: Critical Frameworks; VISC 3B29: Methods in Visual and Critical Studies 200-level VISA, VISD, and VISM courses; 2 x Global Perspectives courses (see list below, p. 45) 1x Canadian (see list below, p. 46) 1x Indigenous (see list below, p. 46) All 300 and 400-level VISC, VISA, VISD, VISM courses 2 x Pre-20th Century (see list below, p. 47) 300- and 400-level VISA, VISC, VISD, and VISM courses</p> <p>LBST 1C01 and 1C02 LS One, and other Liberal Studies breadth requirements in Literary Studies (ENGL), Humanities (HUMN), Social Sciences (SOSC), Science, Technology and Mathematics (SCTM) (see</p>

<p>c) (analytical and problem-solving skills) A developed ability to: i) gather, review, evaluate and interpret information; and ii) develop and compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline.</p> <p>d) (research experience) a developed, in depth knowledge of and experience in research (both evaluative, including practice based, and iterative) in an area of the discipline.</p> <p>e) (comparative critical analysis) developed critical thinking and analytical skills within and beyond the discipline</p> <p>f) (Integrated knowledge) the ability to apply learning from one or more areas outside the discipline to ones major field of knowledge.</p>	<p>6. the ability to research comprehensively;</p> <p>7. the ability to read effectively, with emphasis on assessing and evaluating different types of sources;</p> <p>8. the capacity to develop original arguments regarding the history and current status of visual culture.</p>	<p>list on pp. 64-66); VISC 3B29: Methods in Visual and Critical Studies; Choice of one each of 200-level Art History (VISA), Design Studies (VISD) and Media & Digital Studies (VISM) course (see list on pp. 57-60); Required Studio courses plus option of Studio, Liberal Arts & Sciences or Interdisciplinary Minor (see list on pp. 67-68)</p> <p>LBST 1C01 and 1C02 LS One; LBST 1B14: Things and Text; LBST 1B13 The Essay & the Argument; ENGL 2Bxx Research Literacy and Advanced Writing 200-level VISA, VISC, VISD, VISM VISC 3B29: Methods in Visual and Critical Studies; 300/400 level VISA, VISC, VISD, VISM VISC 4C01/02: Honours Seminar</p>
<p>2. Knowledge of Methodologies</p> <p>... an understanding of methods of enquiry in a context of creative activity, in one's primary area of study that enables the student to:</p>	<p>9. the ability to apply a well-defined framework, from within or beyond the discipline, to analyze and critically interpret visual culture.</p>	<p>LBST 1B04: Global Visual & Material Culture: Beginnings to 1800; LBST 1B05: Global Visual & Material Culture: 1800 to the Present; All 200-level, 300-level, and 400-level VISC, VISA, VISD, VISM courses (cf list on pp.57-</p>

<ul style="list-style-type: none"> • evaluate the relevance of various approaches to problem solving using well established ideas and techniques; • devise and sustain arguments or problem solving processes • and describe and comment upon particular aspects of current research/practice or equivalent advanced scholarship 		60), esp: VISC 3B29 Methods in Visual and Critical Studies; VISC 4C01/02 Honours Seminar.
<p>3. Application of Knowledge</p> <p>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <p>i) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</p> <p>ii) apply underlying concepts, principles, and techniques of analysis, both within and beyond the discipline;</p> <p>iii) where appropriate, use this knowledge in the creative process of making/practice, idiosyncratic and innovative; and</p> <p>b) the ability to use a range of established techniques to:</p> <p>i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</p> <p>ii) propose solutions;</p> <p>iii) frame appropriate questions for the purpose of solving a problem;</p> <p>iv) solve a problem or create a new work; and</p> <p>c) the ability to make critical use of scholarly reviews and primary sources.</p>	10. a practice-based understanding of art, media and/or design, informed by a unique combination of academic and studio expertise and by awareness of a broad range of traditional and innovative art-making techniques.	Two first-year Studio Courses (see lists pp.60-63); A minimum of one studio course in each of second, third, and fourth year; option of a studio minor or thematic cluster (see list and requirements, p. 68 and Appendix VII); 300 and 400-level VISA/C/D/M courses (see list, pp. 57-60); VISC 4C01/02 Honours Seminar.
<p>4. Communication Skills</p> <p>...the ability to:</p>	11. the ability to communicate information, ideas, arguments and analyses effectively	LBST 1B13 The Essay and the Argument; LBST 1C01/1C02 LS One;

<p>a) communicate accurately in oral, written and visual form to a range of audiences; b) articulate and contextualize the meaning of art and/or design; c) articulate personal position and philosophy; d) articulate and share research findings and knowledge acquired in the creative process of art and/or design making with other practitioners and a range of audiences.</p>	<p>through sophisticated writing and speaking to a range of audiences</p>	<p>LBST 1B14: Things and Text; ENGL 2Bxx Research Literacy and Advanced Writing VISC 4C01/02: Honours Seminar</p>
<p>5. Awareness of Limits of Knowledge ... an understanding of the limits to their own knowledge and ability, an appreciation of the uncertainty, ambiguity in the process of knowledge acquisition and production . Awareness of how this might influence analyses and interpretations. An openness to critical self-reflection</p>	<p>12. an understanding of the limits of their own knowledge and ability, an appreciation of the uncertainty, ambiguity in the process of knowledge acquisition and production; awareness of how this might influence analyses and interpretations and an openness to critical self-reflection.</p>	<p>LBST 1C01/1C02 LS One; Studio courses; Global Perspectives courses; Indigenous courses; VISC 4C01/02 Honours Seminar.</p>
<p>6. Autonomy and Professional Capacity (the ability to develop and evolve further in autodidactic activity) a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: • the exercise of initiative, personal responsibility and accountability in personal and group contexts; • working effectively with others; • decision-making in complex contexts; b) the ability to manage their own learning in changing circumstances,</p>	<p>13. professional capacity and autonomy, including: a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: • the exercise of initiative, personal responsibility and accountability in personal and group contexts; • working effectively with others; • decision-making in complex contexts; b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study (e.g., graduate studies); and c) behaviour consistent with</p>	<p>LBST 1C01/1C02 LS One; All 300- and 400-level VISC, VISA, VISD, VISM courses (see list pp. 57-60); VISC 4C01/02: Honours Seminar; Studio courses, including option of field placement; BUSI - Business Innovation courses (p.67).</p>

<p>both within and outside the discipline and to select an appropriate program of further study (e.g., graduate studies); and</p> <p>c) behaviour consistent with academic integrity, freedom and social responsibility.</p>	<p>academic integrity, freedom and social responsibility.</p>	
<p>7. Social Interaction & Effective Citizenship</p> <p>a) awareness of and ability to work effectively within social political and economic contexts;</p> <p>b) understanding of and response to the broad range of ethical issues and implications in art and design practice;</p> <p>c) cognizance of health, safety and accessibility issues as they apply to art & design;</p> <p>d) cognizance of sustainability as it applies to art & design practices</p>	<p>14. a) awareness of and ability to work effectively within social political and economic contexts;</p> <p>b) understanding of and response to the broad range of ethical issues and implications in art and design practice;</p> <p>c) cognizance of health, safety and accessibility issues as they apply to art & design;</p> <p>d) cognizance of sustainability as it applies to art & design practices</p>	<p>LBST 1C01/1C02 LS One; Humanities courses (ethics); 200-level studio requirements: Think Tank in Faculty of Design or Contemporary Issue in Art Today in Faculty of Art; WHIMIS training required prior to first studio course; Indigenous courses; VISC 4C01/02 Honours Seminar.</p>
<p>8. Global Perspectives</p> <p>an awareness of multiple audiences, openness to a plurality of approaches to art & design practice, and sensitivity to cross-cultural perspectives within art & design.</p>	<p>15. awareness of multiple audiences, openness to a plurality of approaches to art & design practice, and sensitivity to cross-cultural perspectives within art, media, and design.</p>	<p>LBST 1B04: Global Visual & Material Culture: Beginnings to 1800; LBST 1B05: Global Visual & Material Culture: 1800 to the Present; LBST 1C01 and 1C02 LS One; Global Perspectives courses; Indigenous courses.</p>
<p>9. Interdisciplinary Experience</p> <p>a) exposure to a range of disciplines/practices outside the major area of study;</p> <p>b) critical awareness of disciplinary boundaries and conventions of art & design practice;</p> <p>c) development of interdisciplinary thinking;</p>	<p>16. a) exposure to a range of disciplines/practices outside the major area of study;</p> <p>b) critical awareness of disciplinary boundaries and conventions of art & design practice;</p> <p>c) development of interdisciplinary thinking;</p> <p>d) ability to apply learning from one or more areas outside the discipline to ones major field of knowledge.</p>	<p>LBST 1C01 and 1C02 LS One, and other breadth requirements in Literary Studies (ENGL), Humanities (HUMN), Social Sciences (SOSC), Science, Technology and Mathematics (SCTM) (see list on pp. 64-66); VISC 3B29: Methods in Visual and Critical Studies;</p>

<p>d) ability to apply learning from one or more areas outside the discipline to ones major field of knowledge.</p>		<p>VISC 4C01/02 Honours Seminar.</p>
<p>10. New Technology</p> <p>a) understanding of emerging technologies (digital) and relationship to traditional (analog) technologies/practices; b) ability to reflect critically on the application of new technologies; c) understanding of the human interface with technology; d) capacity to continually refresh technological knowledge.</p>	<p>17. a) understanding of emerging technologies (digital) and relationship to traditional (analog) technologies/practices; b) ability to reflect critically on the application of new technologies; c) understanding of the human interface with technology; d) capacity to continually refresh technological knowledge.</p>	<p>Studio courses; New Media/Digital courses; VISC 4C01/02 Honours Seminar; President's Lecture Series and Faculty of Design Lecture Series and Guest Speakers in Digital Futures undergraduate and graduate programs.</p>

Global Perspectives – Students must take at least two of the following:

- VISA 3B01 Issues in the Arts of Africa
- VISA 3B06 Art of the Black Diaspora
- VISA 3B28 Latin American Art: An Historical Overview
- VISA 3B30 Contemporary East Asian Art
- VISA 3B44 South Asian Art and Culture: Vision of the Sacred
- VISA 3B45 South Asian Art and Culture: Multiple Modernisms
- VISA 3B90 Special Topic: Islamic Art and Architecture
- VISA 4B01 Contemporary Latin American Art
- VISA 4B12 Modern Korean Art & Society
- VISA 4B21 Arts and Cultures of Asia and Oceania
- VISD 3B41 Cross-Cultural Issues in Craft

VISD 3B48 Global Traditions in Design

VISM 3B34 Japanese Cinema

VISM 3B39 Latin American Cinema

VISM 4B94 Special Topic: New Waves in Turkish Cinema

ENGL 3B90 Special Topic: Caribbean Literature

ENGL 4B04 Diasporic Writings

HUMN 3B06 Comparative Religions

HUMN 4B12 Zen Buddhism and Its Culture

Canadian – Students must take at least one of the following:

VISA 2B32 Canadian Art: The Modern Era

VISA 3B03 Contemporary Canadian Art

VISD 3B01 Architecture in Canada, Past and Present

VISM 3B33 Canadian Cinema

ENGL 3B06 Studies in Canadian Literature

HUMN 3B25 Imagining Nation: Canada's Cultural History

Indigenous Visual Culture – Students must take at least one of the following:

INVC 2B01 The Story of Us, Indigenous Peoples of the Americas

INVC 2B08 Ways of Telling: Indigenous Literature and Narrative

INVC 3B01 Bringing Visual Literacy to Indigenous Communities

VISA 3B42 Critical Issues & Ideas in Contemporary First Nations Art

VISA 3B96 Indigenous Cultural Politics: Gender, Art and Activism

VISA 4B17 Reading Images of Indigenous People

HUMN 3B16 From Riel to Nationhood: A History of the Métis

SOSC 3B08 Taronton, Onitariio, Kanata

Pre-20th Century VISA/VISC/VISD/VISM -- Students must take at least two of the following:

VISA 2B19 Art of Europe: The Northern Renaissance

VISA 2B33 Art of Europe: Greek to Gothic

VISA 2B35 Art of Europe: Renaissance to Impressionism

VISA 3B07 Art of the Italian Renaissance

VISA 3B08 Art of Europe: Baroque & Rococo

VISA 3B13 Italian Art History I: Florence Program#

VISA 3B14 Italian Art History II: Florence Program#

VISA 3B15 Studies in 19th Century Art: Goya to Courbet

VISA 3B26 Studies in 19th Century Art: Impressionism & Post-Impressionism

VISA 3B90 Special Topic: Art in Revolution: European Art 1750-1850

VISA 4B91 Special Topic: The Print Culture of 18th Century Europe

#These courses are offered only in Florence as part of the Florence year abroad program; BA students may apply for this program along with students from the Faculties of Art and Design.

4.7 Course Descriptions

The following pages list the courses/course options in sequence through the four years of the Visual and Critical Studies program. Because there is considerable choice, the charts are supplemented with lists of Core Visual Arts Courses in Sections 4.7.2-4, Non-core Breadth Courses in Section 4.7.5, and Interdisciplinary Courses in Section 4.7.6. Full charts of course descriptions plus instructors for each are located in Appendices II – VI. Section 4.7.7 lists the minors open to BA students; program guides for these minors may be found in Appendix VII.

4.7.1 Visual and Critical Studies Program

4.7.2 List of Core Visual & Critical Studies Courses: Faculty of Liberal Arts & Sciences

4.7.3 List of Core Studio Courses: Faculty of Art

4.7.4 List of Core Studio Courses: Faculty of Design

4.7.5 List of Non-Core Breadth Courses: Faculty of Liberal Arts & Sciences

4.7.6 List of Interdisciplinary Courses: School of Interdisciplinary Studies

4.7.7 List of Minors (Select)

4.8 Undergraduate Course Schedule 1

Course Schedule 1 follows immediately after the Course Descriptions.

4.9 Undergraduate Course Schedule 2

Course Schedule 2 follows immediately after Course Schedule 1.

4.7.1 Honours BA in Visual & Critical Studies Course Descriptions

Year and Semester & Course Title	Description
Year 1	
Year 1 Semester 1 LBST 1B04 Global Visual and Material Culture: Prehistory to 1800	This lecture course surveys a broad range of art, design and material culture artifacts and practices beginning with the earliest recorded creative expressions of human culture to the Industrial Revolution in Europe. Students will study key examples using these artifacts and practices to achieve a thematic comprehension of the political structures, social mores, and cosmological beliefs that inform world cultures. Particular emphasis will be placed on key themes such as spirituality, colonialism, the body, race, gender, and the global movement of images and objects, as well as theoretical concepts such as ideology, aesthetics and taste.
Year 1 Semester 1 LBST 1B14 Things and Texts	Although the categories of “art” and “artifact” are familiar as categories of tangible, expressive culture, they need to be understood as product of distinct historical context. There is a case to be made for interrogating and perhaps challenging the traditional taxonomies in favor of a more inclusive model of assessment. Interested in the ways that observers and writers have used language in their efforts to make sense of the material world, this course will survey historical thinking and texts concerned with the classification of human made things in order to ask questions – philosophical and practical -- about how the material world has been observed and described, and why. The course will emphasize the close reading of primary (historical) texts and will emphasize writing as a critical exercise.
Year 1 Semester 1 LBST 1C01 LS One, Part I	LS One, Part I will prepare students for scholarly and academic life in the context of an art and design institution, as well as prepare them to succeed in a variety of social, cross-cultural and professional contexts. Using a thematic approach in a multi-disciplinary framework, the course will introduce students to interdisciplinarity as a way of thinking. A faculty team of instructors will combine key significant ideas from the humanities, social sciences and/or sciences to invigorate students’ imaginations and root them in the global project of knowledge building.
Year 1 Semester 1 LBST 1C01 LS One, Part I	LS One, Part I will prepare students for scholarly and academic life in the context of an art and design institution, as well as prepare them to succeed in a variety of social, cross-cultural and professional contexts. Using a thematic approach in a multi-disciplinary framework, the course will introduce students to interdisciplinarity as a way of thinking. A faculty team of instructors will combine key significant ideas from the humanities, social sciences and/or sciences to invigorate students’ imaginations and root them in the global project of knowledge building.
Year 1 Semester 1 Studio*	<i>*Students will take two First-Year Studio Art or Design courses in Year One and 0.5 credit studio requirements in Years Two, Three and Four; students will choose from a discrete list of studio clusters/minors or new transdisciplinary studio courses that will be developed to meet the upper year requirements; see pp.60-63 for list of Studio course options.</i>

<p>Year 1 Semester 2</p> <p>LBST 1B05 Global Visual and Material Culture: 1800 to the Present</p>	<p>This lecture course surveys developments in global nineteenth through the twentieth-first-century art, architecture, design and material culture. Students will explore the historical, intellectual and socioeconomic contexts of this period using key examples of visual and material culture, while addressing themes such as industrialization, imperialism, propaganda, mass reproduction, technology and globalization. Particular emphasis will be placed on theoretical and critical issues emerging during this time period, including concepts of exoticism, scientific truth, the reproduction of images, the public sphere, commodity culture, hybridity and indigeneity from a global perspective that traces the development of multiple modernisms and postmodernity.</p>
<p>Year 1 Semester 2</p> <p>LBST 1B06 Global Visual and Material Culture: Critical Frameworks</p>	<p>This lecture course introduces students to ways of thinking critically and analytically about visual culture in a contemporary global context. Students are introduced to the ways in which meanings are produced through visual forms, including paintings, prints, photographs, film, television, video, advertisements, news and science images. The course examines how we "read" the image as a visual language and what influences our ways of seeing, including aesthetics, ideology, gender, race and class.</p>
<p>Year 1 Semester 2</p> <p>LBST 1C01 LS One, Part II</p>	<p>LS One, Part 2 will prepare students for scholarly and academic life in the context of an art and design institution, as well as prepare them to succeed in a variety of social, cross-cultural and professional contexts. Using a thematic approach in a multi-disciplinary framework, the course will introduce students to interdisciplinarity as a way of thinking. A faculty team of instructors will combine key significant ideas from the humanities, social sciences and/or sciences to invigorate students' imaginations and root them in the global project of knowledge building.</p>
<p>Year 1 Semester 2</p> <p>LBST 1C01 LS One, Part II</p>	<p>LS One, Part 2 will prepare students for scholarly and academic life in the context of an art and design institution, as well as prepare them to succeed in a variety of social, cross-cultural and professional contexts. Using a thematic approach in a multi-disciplinary framework, the course will introduce students to interdisciplinarity as a way of thinking. A faculty team of instructors will combine key significant ideas from the humanities, social sciences and/or sciences to invigorate students' imaginations and root them in the global project of knowledge building.</p>
<p>Year 1 Semester 2</p> <p>Studio*</p>	<p><i>*Students will take two First-Year Studio Art or Design courses in Year One and 0.5 credit studio requirements in Years Two, Three and Four; students will choose from a discrete list of studio clusters/minors or new transdisciplinary studio courses that will be developed to meet the upper year requirements; see pp.60-63 for list of Studio options.</i></p>
<p>Year 2</p>	
<p>Year 2 Semester 1</p> <p>200-Level History of Art course (VISA)***</p>	<p><i>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</i></p> <ul style="list-style-type: none"> - <i>At least one 200-level Art History course (VISA)</i> - <i>At least one 200-level Design Studies course (VISD)</i> - <i>At least one 200-level Media & Digital Studies course (VISM)</i> - <i>At least two courses in Global Issues</i> - <i>At least two courses in pre-20th Century Visual Culture</i>

	<ul style="list-style-type: none"> - At least one course in Canadian Visual Culture - At least one course in Aboriginal Visual Culture
<p>Year 2 Semester 1</p> <p>200-Level Design Studies Course (VISD)***</p>	<p>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</p> <ul style="list-style-type: none"> - At least one 200-level Art History course (VISA) - At least one 200-level Design Studies course (VISD) - At least one 200-level Media & Digital Studies course (VISM) - At least two courses in Global Issues - At least two courses in pre-20th Century Visual Culture - At least one course in Canadian Visual Culture - At least one course in Aboriginal Visual Culture
<p>Year 2 Semester 1</p> <p>ENGL 2BXX** Research Literacy and Advanced Writing</p>	<p>Building on the first-year writing program, this course focuses on the nuts and bolts of academic research, presentation and writing. This course will build student confidence in the following key areas: (1) library use and other research techniques (including proper citation); (2) effective reading; (3) plagiarism avoidance; (4) articulate public speaking; and (5) clear, grammatically correct writing. This sequence of instructional modules leads students through the process of researching, developing and writing engaging, well-argued, original papers and seminar presentations.</p>
<p>Year 2 Semester 1</p> <p>LAS Breadth**</p>	<p>LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level.</p>
<p>Year 2 Semester 1</p> <p>Elective</p>	<p>Students have two open electives in Year Two, three open electives in Year Three, and two open electives in Year Four. These can be combined with studio requirements to pursue a studio minor or to pursue a minor in any field other than Art History, Design Studies, or Media Studies. The combined total of all Visual Studies courses, including studio, may not exceed 15.0 credits.</p>
<p>Year 2 Semester 2</p> <p>200-Level Media & Digital Studies Course (VISM)</p>	<p>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</p> <ul style="list-style-type: none"> - At least one 200-level Art History course (VISA) - At least one 200-level Design Studies course (VISD) - At least one 200-level Media & Digital Studies course (VISM) - At least two courses in Global Issues - At least two courses in pre-20th Century Visual Culture - At least one course in Canadian Visual Culture - At least one course in Aboriginal Visual Culture

<p>Year 2 Semester 2 VIS/C/A/D/M 200 Level***</p>	<p>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on page xx. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</p> <ul style="list-style-type: none"> - At least one 200-level Art History course (VISA) - At least one 200-level Design Studies course (VISD) - At least one 200-level Media & Digital Studies course (VISM) - At least two courses in Global Issues - At least two courses in pre-20th Century Visual Culture - At least one course in Canadian Visual Culture - At least one course in Aboriginal Visual Culture
<p>Year 2 Semester 2 LAS Breadth</p>	<p>LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level.</p>
<p>Year 2 Semester 2 Elective</p>	<p>Students have two open electives in Year Two, three open electives in Year Three, and two open electives in Year Four. These can be combined with studio requirements to pursue a studio minor or to pursue a minor in any field other than Art History, Design Studies, or Media Studies. The combined total of all Visual Studies courses, including studio, may not exceed 15.0 credits.</p>
<p>Year 2 Semester 2 Studio (Choice of GART 2Bxx CIAT or GDES 2B01 Think Tank)*</p>	<p>*Students will take two First-Year Studio Art or Design courses in Year One and 0.5 credit studio requirements in Years Two, Three and Four; students will choose from a discrete list of studio clusters/minors or new transdisciplinary studio courses that will be developed to meet the upper year requirements; see pp. 60-63 for list of Studio options.</p>
<p>Year 3</p>	
<p>Year 3 Semester 1 VIS/C/A/D/M 300-Level***</p>	<p>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</p> <ul style="list-style-type: none"> - At least one 200-level Art History course (VISA) - At least one 200-level Design Studies course (VISD) - At least one 200-level Media & Digital Studies course (VISM) - At least two courses in Global Issues - At least two courses in pre-20th Century Visual Culture - At least one course in Canadian Visual Culture - At least one course in Aboriginal Visual Culture

<p>Year 3 Semester 1 VIS/C/A/D/M 300-Level***</p>	<p>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</p> <ul style="list-style-type: none"> - At least one 200-level Art History course (VISA) - At least one 200-level Design Studies course (VISD) - At least one 200-level Media & Digital Studies course (VISM) - At least two courses in Global Issues - At least two courses in pre-20th Century Visual Culture - At least one course in Canadian Visual Culture - At least one course in Aboriginal Visual Culture
<p>Year 3 Semester 1 LAS Breadth</p>	<p>LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level.</p>
<p>Year 3 Semester 1 LAS Breadth</p>	<p>LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level.</p>
<p>Year 3 Semester 1 Elective</p>	<p>Students have two open electives in Year Two, three open electives in Year Three, and two open electives in Year Four. These can be combined with studio requirements to pursue a studio minor or to pursue a minor in any field other than Art History, Design Studies, or Media Studies. The combined total of all Visual Studies courses, including studio, may not exceed 15.0 credits.</p>
<p>Year 3 Semester 2 VISC 3B29 Methods in Visual & Critical Studies</p>	<p>How do researchers in visual and critical studies conceive of their objects of study? How do they gather, evaluate, and interpret information as the basis for their accounts? How do they structure their research and conclusions into coherent narratives? This course examines these and other questions, through an introduction to the diversity of methods utilized in the study of visual culture. Methods to be studied may include but are not limited to: practice-based research, qualitative and quantitative methods (ethnography, interviews, field-work), archival and bibliographic research, textual analysis, formalist, stylistic, and typological analyses, and selected theoretical frameworks (Marxism, feminism, psychoanalysis, etc.).</p>
<p>Year 3 Semester 2 VIS/C/A/D/M 300-Level***</p>	<p>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</p> <ul style="list-style-type: none"> - At least one 200-level Art History course (VISA) - At least one 200-level Design Studies course (VISD) - At least one 200-level Media & Digital Studies course (VISM) - At least two courses in Global Issues - At least two courses in pre-20th Century Visual Culture - At least one course each in Canadian + Aboriginal Visual

	<p><i>Culture</i></p> <ul style="list-style-type: none"> - <i>At least one course in Aboriginal Visual Culture</i>
Year 3 Semester 2 LAS Breadth	<i>LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level.</i>
Year 3 Semester 2 LAS Breadth	<i>LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level.</i>
Year 3 Semester 2 Elective	<i>Students have two open electives in Year Two, three open electives in Year Three, and two open electives in Year Four. These can be combined with studio requirements to pursue a studio minor or to pursue a minor in any field other than Art History, Design Studies, or Media Studies. The combined total of all Visual Studies courses, including studio, may not exceed 15.0 credits.</i>
Year 4	
Year 4 Semester 1 VIS/C/A/D/M 400 level	<p><i>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</i></p> <ul style="list-style-type: none"> - <i>At least one 200-level Art History course (VISA)</i> - <i>At least one 200-level Design Studies course (VISD)</i> - <i>At least one 200-level Media & Digital Studies course (VISM)</i> - <i>At least two courses in Global Issues</i> - <i>At least two courses in pre-20th Century Visual Culture</i> - <i>At least one course in Canadian Visual Culture</i> - <i>At least one course in Aboriginal Visual Culture</i>
Year 4 Semester 1 VISC 4C01 Honours Seminar I	The Honours Seminar is a two-semester course that will be the capstone for students in the Honours BA program. The weekly meetings will entail discussion of specialized readings, presentations, and peer review as students' progress through the process of researching, developing and writing a major paper. The course will culminate in a public colloquium with invited presentations of the best papers which will then be published in a new series of undergraduate working papers. The course focuses on developing the student's capacity for independent critical and intellectual work, and their ability to make and defend qualitative judgments, while strengthening their understanding of methodology in their chosen field.
Year 4 Semester 1 VISC 4C01 Honours Seminar I	The Honours Seminar is a two-semester course that will be the capstone for students in the Honours BA program. The weekly meetings will entail discussion of specialized readings, presentations, and peer review as students' progress through the process of researching, developing and writing a major paper. The course will culminate in a public colloquium with invited presentations of the best papers which will then be published in a

	new series of undergraduate working papers. The course focuses on developing the student's capacity for independent critical and intellectual work, and their ability to make and defend qualitative judgments, while strengthening their understanding of methodology in their chosen field.
Year 4 Semester 1 LAS Breadth	<i>LS One is a 2.0 credit thematically-based pair of courses that is the equivalent of four one-semester ENGL, HUMN, SOSC and/or SCTM courses; students will build on these courses with upper level LAS Breadth courses chosen from ENGL, HUMN, SOSC, or SCTM courses; at least 1.0 credit must be at the 300/400 level.</i>
Year 4 Semester 1 Elective	<i>Students have two open electives in Year Two, three open electives in Year Three, and two open electives in Year Four. These can be combined with studio requirements to pursue a studio minor or to pursue a minor in any field other than Art History, Design Studies, or Media Studies. The combined total of all Visual Studies courses, including studio, may not exceed 15.0 credits.</i>
Year 4 Semester 2 VIS/C/A/D/M 400 level	<i>Students choose four 200-level, three 300-level, and two 400-level Visual Culture courses from the lists on pages 57-59. This list is augmented annually with Special Topics courses reflecting the recent research work of permanent faculty or areas of specialization of visiting faculty. The choices over the second, third, and fourth years of the program must also fulfill the following additional requirements:</i> <ul style="list-style-type: none"> - <i>At least one 200-level Art History course (VISA)</i> - <i>At least one 200-level Design Studies course (VISD)</i> - <i>At least one 200-level Media & Digital Studies course (VISM)</i> - <i>At least two courses in Global Issues</i> - <i>At least two courses in pre-20th Century Visual Culture</i> - <i>At least one course in Canadian Visual Culture</i> - <i>At least one course in Aboriginal Visual Culture</i>
Year 4 Semester 2 VISC 4C01 Honours Seminar II	The Honours Seminar is a two-semester course that will be the capstone for students in the Honours BA program. The weekly meetings will entail discussion of specialized readings, presentations, and peer review as students' progress through the process of researching, developing and writing a major paper. The course will culminate in a public colloquium with invited presentations of the best papers which will then be published in a new series of undergraduate working papers. The course focuses on developing the student's capacity for independent critical and intellectual work, and their ability to make and defend qualitative judgments, while strengthening their understanding of methodology in their chosen field.
Year 4 Semester 2 VISC 4C01 Honours Seminar II	The Honours Seminar is a two-semester course that will be the capstone for students in the Honours BA program. The weekly meetings will entail discussion of specialized readings, presentations, and peer review as students' progress through the process of researching, developing and writing a major paper. The course will culminate in a public colloquium with invited presentations of the best papers which will then be published in a new series of undergraduate working papers. The course focuses on developing the student's capacity for independent critical and intellectual work, and their ability to make and defend qualitative judgments, while strengthening their understanding of methodology in their chosen field.

<p>Year 4 Semester 2</p> <p>Studio</p>	<p><i>Students will take two First-Year Studio Art or Design courses in Year One and 0.5 credit studio requirements in Years Two, Three and Four; students will choose from a discrete list of studio clusters/minors or new transdisciplinary studio courses that will be developed to meet the upper year requirements.</i></p>
<p>Year 4 Semester 2</p> <p>Elective</p>	<p><i>Students have two open electives in Year Two, three open electives in Year Three, and two open electives in Year Four. These can be combined with studio requirements to pursue a studio minor or to pursue a minor in any field other than Art History, Design Studies, or Media Studies. The combined total of all Visual Studies courses, including studio, may not exceed 15.0 credits.</i></p>

4.7.2 List of Core Visual and Critical Studies Courses

A full chart of course descriptions plus associated instructors is located in Appendix II.

FACULTY OF LIBERAL ARTS & SCIENCES AND SCHOOL OF INTERDISCIPLINARY STUDIES

All courses are worth 0.5 credit, unless otherwise noted.

Fall 2012 Curriculum Changes to be implemented in September 2013

LBST – (First-Year VISC)

LBST 1B02	Introduction to Visual Studies I: History and Culture to 1500
LBST 1B03	Introduction to Visual Studies II: History and Culture since 1500
LBST 1B04	Global Visual and Material Culture: Beginnings to 1800 (revised course)
LBST 1B05	Global Visual and Material Culture: 1800 to the Present
LBST 1B06	Global Visual and Material Culture: Critical Frameworks (revised course)
LBST 1B14	Things and Texts

VISC – All Streams

VISC 3B29	Methods in Visual and Critical Studies
VISC 3B90	Special Topic in Visual Culture: Visual Narratives
VISC 4B15	Urban Life: Art, Design and the City
VISC 4C01	Honours Seminar, Part 1 (1.0 credit) (revised course)
VISC 4C02	Honours Seminar, Part 2 (1.0 credit)

VISA - Art History & Theory Stream

VISA 2B07	History of Modern Art
VISA 2B13	History of Photography
VISA 2B19	Art of Europe: The Northern Renaissance
VISA 2B31	History of Printing & Printmaking
VISA 2B32	Canadian Art: The Modern Era
VISA 2B33	Art of Europe: Greek to Gothic
VISA 2B35	Art of Europe: Renaissance to Impressionism
VISA 3B01	Issues in the Arts of Africa
VISA 3B02	Issues in Feminism and Art
VISA 3B03	Contemporary Canadian Art
VISA 3B05	Dada and Surrealism
VISA 3B06	Art of the Black Diaspora
VISA 3B07	Art of the Italian Renaissance
VISA 3B08	Art of Europe: Baroque & Rococo
VISA 3B09	Art after Modern Art: Conceptual Practices
VISA 3B13	Italian Art History I: Florence Program
VISA 3B14	Italian Art History II: Florence Program
VISA 3B15	Studies in 19th Century Art: Goya to Courbet

VISA 3B26	Studies in 19th Century Art: Impressionism & Post-Impressionism
VISA 3B28	Latin American Art: An Historical Overview
VISA 3B30	Contemporary East Asian Art
VISA 3B37	The History and Theory of Art Criticism
VISA 3B42	Critical Issues & Ideas in Contemporary First Nations Art
VISA 3B43	Into the 21st Century: Photographic Practices, Theory and Criticism
VISA 3B44	South Asian Art and Culture: Vision of the Sacred
VISA 3B45	South Asian Art and Culture: Multiple Modernisms
VISA 3B47	Art and Fashion
VISA 3B90	Special Topic in Visual Culture: Art in Revolution: European Art 1750-1850
VISA 3B96	Special Topic in Visual Culture: Indigenous Cultural Politics: Gender, Art, and Activism (revised course)
VISA 4B01	Contemporary Latin American Art
VISA 4B02	Performance and Performativity
VISA 4B08	Post-War European Art
VISA 4B10	The Politics of Painting: Modern Art and Revolution
VISA 4B11	Improvisational Music and the Visual Arts in the Late 20th Century
VISA 4B12	Modern Korean Art & Society
VISA 4B17	Reading Images of Indigenous People (revised course)
VISA 4B20	The Senses in Artistic Practice
VISA 4B21	Arts and Cultures of Asia and Oceania
VISA 4B90	Special Topic in Visual Culture: Memory and Monuments
VISA 4B91	Special Topic in Visual Culture: The Print Culture of 18th Century Europe

VISD - Design Studies Stream

VISD 2B01	History of Modern Design
VISD 2B10	History of 20 th Century Architecture
VISD 2B22	History of Material Arts: Ancient Egypt to M. Europe
VISD 2B36	History and Evolution of Typography
VISD 2B38	Contemporary Design Theories and Practices (revised course)
VISD 2B39	Graphic Design History in the Twentieth Century
VISD 3B01	Architecture in Canada, Past and Present
VISD 3B21	Illustration and the Rise of Popular Culture
VISD 3B32	History of Furniture
VISD 3B35	The Writing on the Wall: Radical Graphics and the Culture of Protest
VISD 3B36	The History and Theory of Interiors: Design and Production
VISD 3B38	Advertising and the Art of Persuasion
VISD 3B41	Cross-Cultural Issues in Craft
VISD 3B46	Sustainable Design Theories and Practices
VISD 3B48	Global Traditions in Design
VISD 3B49	Car Culture
VISD 4B18	Socio-cultural Issues and the Built Environment

VISD 4B19	Contemporary Studies in Architecture and Design
VISD 4B22	Art and Design Activism
VISD 5B90	Special Topic in Visual Culture: Maps, Icons, Diagrams: Visualizing Information

VISM - Media and Digital Studies Stream

VISM 2B08	Introduction to Film Studies
VISM 2B09	History of New Media Art
VISM 2B15	Introduction to Games Studies
VISM 2B20	Web Theory
VISM 2B41	Media Messages and the Cultural Landscape: Introduction to Communication
VISM 3B01	Critical Play
VISM 3B18	Television Criticism
VISM 3B23	Technology and Digital Culture
VISM 3B33	Canadian Cinema
VISM 3B34	Japanese Cinema
VISM 3B39	Latin American Cinema
VISM 3BXX	Visual Analytics and Data
VISM 4B01	Experimental Film & Media
VISM 4B02	Sound, Politics and Media Art
VISM 4B03	Contemporary Documentary Media
VISM 4B04	Re-presenting Women: Feminist Film and Video
VISM 4B05	Future Cinema: Digital Narratives
VISM 4B06	Global Mesh: Internet, Networks, Globalization and Digital Resistance
VISM 4B07	Images and Practices of Technology
VISM 4B24	Bodies and Machines: Posthumanism in Art and Design
VISM 4B94	Special Topic in Visual Culture: New Waves in Turkish Cinema
VISM 4B90	Special Topic in Visual Culture: Looking and Motion: Mobile Practices & Technology
VISM 4BXX	Special Topic in Visual Culture: Anime, Dreams and Machines (new course)

4.7.3 List of Core Courses and Pathways (Faculty of Art)

A full chart of course descriptions plus associated instructors is located in Appendix III

The following pathways through Faculty of Art Programs and Specializations are recommended pathways for students of the Honours BA in Visual and Critical Studies. These pathways have been designed to allow students to achieve a degree of depth in their studio electives. Students wishing to pursue Minors in the Faculty of Art will be required to follow prescribed minors with the addition of one of the following courses:

CRCP 2B01 Contemporary Issues: Art Today (Criticism & Curatorial Practice)

DRPT 2B13 Contemporary Issues: Art Today (Drawing & Painting)

INTM 2B22 Contemporary Issues: Art Today (Integrated Media)

PHOT 2B12 Contemporary Issues: Art Today (Photography)

PRNT 2B25 Contemporary Issues: Art Today (Printmaking)

SCIN 2B09 Contemporary Issues: Art Today (Sculpture & Installation)

	<u>Art and Social Change Pathway</u>
100 (1.0)	GART 1B01 Drawing 1 or GART 1B05 Form and Structure or GART 1B06 Time Based Media and GART 1B03 Introduction to Digital Practices: Globalization
200 (1.0-1.5)	CRCP 2B01 Contemporary Issues: Art Today and ASOC 2BXX Art & Social Change 1 and One other choice from ASOC Minor
300 (1.0-1.5)	ASOC 3BXX Art & Social Change 2 and ASOC 3B02 Local Global Mashup
400(1.0-1.5)	ASOC 4BXX Art and Social Change 3 (Under development) and Additional ASOC 3BXX (Under development)
(These courses are offered through the Faculty of Liberal Arts & Sciences - see Appendix II)	Include: VISC 3BXX Art and Design Activism, VISD 3B35 The Writing on the Wall: Radical Graphics and the Culture of Protest, SOSC 4B02 Gender, Globalization and Social Change VISA 4B10 The Politics of Painting: Modern Art & Revolution

	<u>Criticism and Curatorial Practice Pathway</u>
100 (1.0)	GART 1B01 Drawing 1 or GART 1B05 Form and Structure or GART 1B06 Time Based Media and GART 1B52 Nature and Culture: Curatorial Studies

200 (1.0-1.5)	CRCP 2B01 Contemporary Issues and CRCP 2B02 Museums, Galleries and Alternative Spaces
300 (1.0-1.5)	CRCP 3B05 A Reframing the Question of Beauty and CRCP 3B06 Exhibitions: The Work of the Curator and CRCP 2B03 Publications 1
400(1.0-1.5)	CRCP 3BXX Art Writing: A Workshop in Practice and Ideas and CRCP 3B08 Publications 2
(These courses are offered through the Faculty of Liberal Arts & Sciences - see Appendix II)	Include: VISA 2B07 History of Modern Art VISM 2B09 History of New Media Art VISA 2B32 Canadian Art: The Modern Era VISA 3B03 Contemporary Canadian Art VISA 3B09 Art After Modern Art: Conceptual Practices HUMN 3B17 Modernism & Postmodernism

	<u>Digital Painting and Expanded Animation Pathway</u>
100 (1.0)	GART 1B06 Time-Based Media and GART 1B01 Drawing 1
200 (1.0-1.5)	INTM 2B22 Contemporary Issues: Art Today and INTM 2B11 Animation: Origins and Techniques and DRPT 2B39 Painting and Digital Imaging 1
300 (1.0-1.5)	DRPT 3BXX Painting and Digital Imaging 2: Production and INTM 2B14 Compositing and Digital Animation and INTM 3B50 Critical Perspectives in Animation
400(1.0-1.5)	DRPT 3BXX Painting and Digital Imaging 2: Collaboration and DRPT 4B05 Painting and Digital Imaging 3 and INTM 3B43 Aesthetics of Editing
(These courses are offered through the Faculty of Liberal Arts & Sciences - see Appendix II)	Include: VISA 2B07 History of Modern Art VISA 3BXX Animation: World Perspectives VISM 2B09 History of New Media Art VISM 2B08 Introduction to Film Studies and VISM 4B05 Future Cinema: Digital Narratives

	<u>Publications Pathway</u>
100 (1.0)	GART 1B01 Drawing 1 or

	GART 1B05 Form and Structure or GART 1B06 Time Based Media and One GART elective
200 (1.0-1.5)	CRCP 2B01 Contemporary Issues: Art Today and CRCP 2B03 Publications 1 and PRNT 2B26 Nano Publishing: Independent Publications
300 (1.0-1.5)	INTM 3B09 Publications: Editorial and INTM 3B17 Publications: Dissemination
400(1.0-1.5)	PRNT 3BXX Pressing Issues and CROS 4BXX Language and Art
(These courses are offered through the Faculty of Liberal Arts & Sciences - see Appendix II)	Include: ENGL 2B01 Intro to Creative Writing VISM 2B40 Media, Messages and the Cultural Landscape: Intro to Communication Studies VISA 2B31 History of Printing and Printmaking VISD 2B36 History and Evolution of Typography VISD 2B39 Graphic Design History in the 20 th Century

4.7.4 Faculty of Design Suggested Core Studio Courses for the new BA

A full chart of course descriptions plus associated instructors is located in Appendix IV

ENVR = Environmental Design
 GDES = General Design/Expansion Studio
 GRPH = Graphic Design
 ILLU = Illustration
 INDS = Industrial Design
 MAAD = Material Art & Design

First Year:

GDES 1B16 Colour in Context or GDES 1B24 Colour and 2D
 GDES 1B10 Drawing: Visualization or GDES 1B13 Solid and Void: Drawing Form and Space
 GDES 1B22 Drawing for ID
 MAAD 1B04 Drawing for Material Art & Design
 GDES 1B20 Drawing: Translation
 MAAD 1B03 Methods of Material Practice
 GDES 1B09 Communication Design 1
 GDES 1B18 Communication Design 2
 GDES 1B17 Typography 1
 ILLU 1B02 Illustrative Concepts 1
 ILLU 1B03 Illustrative Concepts 2
 INDS 1B01 ID Studio One
 ENVR 1B01 Environmental Design 1
 ENVR 1B02 Environmental Design 2
 GDES 1B21 Experience Design – 3D
 GDES 1B25 Form and Structure

Second Year:

ENVR 2B17 Exploration Studio: Personal Space
 GRPH 2B07 Communication: Surface, Object, Space
 ILLU 2B04 Illustration 1
 MAAD 2B24 Ceramics: Mouldmaking
 MAAD 2B15 Intro to Ceramics
 MAAD 2B30 Ceramics: Intro to Throwing
 MAAD 2B35 Drawing as Process
 GDES 2B03 Think Tank 1: Awareness

Third Year:

GDES 3B54 Think Tank 2: Consideration
 GRPH 3B20 Research Methodologies for Graphic Design
 INDS 3B31 Activist Design

Fourth Year:

GDES 4B08 Think Tank 3: Action

4.7.5 Non-Core Breadth Courses Faculty of Liberal Arts & Sciences

A full chart of course descriptions plus associated instructors is located in Appendix V

All courses are worth 0.5 credit, unless otherwise noted.

Fall 2012 Curriculum Changes to be implemented in September 2013

ENGL- English

ENGL 2B01	Introduction Creative Writing
ENGL 2BXX	Introduction to Literature (new course)
ENGL 2B06	Postcolonial Literature
ENGL 2B10	Studies in British Literature
ENGL 2BXX	Research Literacy & Advanced Writing (new course)
ENGL 3B03	Children's Literature
ENGL 3B04	Science and Technology in Literature
ENGL 3B06	Studies in Canadian Literature
ENGL 3B09	Creative Writing: Poetry
ENGL 3B10	Creative Writing: NonFiction
ENGL 3B12	Creative Writing: Short Fiction
ENGL 3B13	Studies in American Literature
ENGL 3B21	Writings by Artists
ENGL 3B90	Special Topic in English: Caribbean Literature
ENGL 4B04	Diasporic Writings
ENGL 4B05	Digital Texts
ENGL 4B06	Dub, spoken Word & Performance Writing
ENGL 4B07	Graphic Novels
ENGL 4B08	Queer Literature
ENGL 4B09	Hybrid & Experimental Writing

HUMN- Humanities

HUMN 2B01	Aesthetics
HUMN 2B03	History of Medicine, Science and the Body in Western Culture
HUMN 2B04	Intro to Visual Theory
HUMN 2B05	Western Political Thought from Plato to the Present
HUMN 2B16	Twentieth Century Ideas
HUMN 2B28	Nature, Culture and the Environment
HUMN 2B29	The Culture of Science
HUMN 2BXX	Introduction to Gender Studies (revised course)
HUMN 2BXX	Computational History & Theory: Data, Science & Machines (new course)

HUMN 3B01	Reading Popular Culture
HUMN 3B02	The Romantic Rebellion in Europe
HUMN 3B05	Environmental Ethics
HUMN 3B06	Comparative Religions
HUMN 3B07	Ethics and the Visual Arts
HUMN 3B08	Ethics, Advertising and Design
HUMN 3B10	Multicultural Social Ethics
HUMN 3B11	Sexualities and Representation: Queer and Other Theories
HUMN 3B12	Aesthetics of Well Being
HUMN 3B13	STUFF: Material Culture and the Meanings of Things
HUMN 3B16	From Riel to Nationhood, A History of the Métis
HUMN 3B17	Modernism and Postmodernism
HUMN 3B19	Feminist Theory
HUMN 3B20	The Classical Tradition and its Legacies
HUMN 3B25	Imagining Nation: Canada's Cultural History
HUMN 3B91	Sound Objects: Investigation Experimental Music (Special Topic)
HUMN 3B92	Special Topic in Humanities: Extraordinary Bodies
HUMN 4B03	Existentialism
HUMN 4B04	Health and Wellness: Ethics and Cultural Politics
HUMN 4B12	Zen Buddhism and Its Culture

LBST – Liberal Studies (First-Year ENGL and Interdisciplinary Liberal Studies)

LBST 1B11	The Essay and the Argument: Mechanics
LBST 1B12	The Essay and the Argument: ESL
LBST 1B13	The Essay and the Argument: Rhetoric

LBST 1C01	LSOne, Part 1 (1.0 credits) (revised course)
LBST 1C02	LSOne, Part 2 (1.0 credits)

SCTM - Science/Technology/Mathematics

SCTM 2B01	Introduction to Biology
SCTM 2B02	Human Form and Function: Introduction to Anatomy
SCTM 2B03	Astronomy: An Exploration of Scales and Structures in our Universe
SCTM 2B05	Modern Physics
SCTM 2B06	Introduction to Computer Science: Logic and Coding
SCTM 2B07	Introduction to Inclusive Design
SCTM 2B10	Introduction to Psychology
SCTM 2B20	Introduction to Earth Sciences
SCTM 2B21	The Mathematics of Art and Design
SCTM 2B22	Topics in the Science of Colour
SCTM 2B91	Special Topic in SCTM: What is Time?

SCTM 3B02	Think Statistics: Data, Meaning & Analysis
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SCTM 3B03 Human Factors for Designers
 SCTM 3B04 Biological Principles of Sustainability

SCTM 4BXX Genomics to Genetic Engineering (new course)

SOSC - Social Sciences

SOSC 2B01 Introduction to Social Science: People and Social Worlds
 SOSC 2B06 The Basics of Human-Centred Research in Art and Design

SOSC 3B02 Material Culture and Consumer Society
 SOSC 3B03 Sociology of the Body
 SOSC 3B04 Childhood, Families and Social Change
 SOSC 3B05 Social Psychology and Consumer Behaviour
 SOSC 3B06 Mental Health: Science, Culture, Society
 SOSC 3B07 (Re) Writing Culture: Reflexive Ethnography in a Globalized World
 SOSC 3B08 Toronto, Ontario, Kanata
 SOSC 3B09 Cultural Geographies: Narrative, Landscape and Community

SOSC 4B01 Risk and Society
 SOSC 4B02 Gender, Globalization and Social Change

4.7.6 List of Core and Non-Core Interdisciplinary Courses Open to BA Students - School of Interdisciplinary Studies

A full chart of course descriptions plus associated instructors is located in Appendix VI

All courses are worth 0.5 credit, unless otherwise noted.

Fall 2012 Curriculum Changes to be implemented in September 2013

INVC – Indigenous Visual Culture Program (Revised Program Title)

INVC 2B01 The Story of Us: Indigenous Peoples of the Americas (revised course)

INVC 2B08 Ways of Telling: Indigenous Literature and Narrative (revised course)

INVC 3B01 Bringing Visual Literacy to Indigenous Communities (revised course)

BUSI – Business Innovation (new category 2011/12)

BUSI 1BXX Digital Business: Disruption (new course)

BUSI 2B01 Introduction to Business

BUSI 2BXX IP: Getting Value for Your Creativity (new course)

BUSI 3B01 Project Management

BUSI 3B02 Business Ethics, Sustainability and Social Responsibility

BUSI 3B03 IP: The Value of Intangibles

BUSI 3BXX Digital Business: Monetizing (new course)

BUSI 4B01 Entrepreneurship

BUSI 4B02 Understanding Trends

DIGF – Digital Futures

DIGF 1B04 Accio

DIGF 1BXX Creative Collective: Transmedia (new course)

DIGF 2B03 Physical Computing

DIGF 2BXX Augmented Production (new course)

DIGF 3B01 Networked Communities and Environments

DIGF 3B02 Synthesis: Thesis Proposal

DIGF 3BXX Mobility: Designing Future Interfaces (new course)

DIGF 4B01 Leadership in the Digital Economy

4.7.7 List of Minors

A full set of program guides is located in Appendix VII.

Minor Programs

Program Guides for each of the following minors may be found in Appendix VII.

Faculty of Liberal Arts & Sciences Minors

Art History
Creative Writing
Digital & Media Studies
English
Social Sciences

Interdisciplinary Minors

Aboriginal Visual Culture
Digital Media
On-Screen Media
Wearable Technology

4.8 Undergraduate Academic Course Schedule 1

4.9 Undergraduate Academic Course Schedule 2

Year and Semester	Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-prerequisites	Highest qualification earned and discipline of study
<i>Year 1</i>					
Semester 1	LBST 1B04 Global Visual and Material Culture: Prehistory to 1800	3		Admission to program	PhD, Art History PhD, Art History
	LBST 1B14 Things and Texts	3		Admission to program	PhD, History
	LBST 1C01 LS One, Part I		6	Admission to program	PhD, Art History PhD, Philosophy PhD, English PhD, History PhD, History
	Studio	3		Admission to program	MFA/MDes or equivalent
Semester 2	LBST 1B05 Global Visual and Material Culture: 1800 to Present	3		Admission to program	PhD, Visual Culture PhD, Commun. Design
	LBST 1B06 Visual Studies I: Critical Frameworks	3		Admission to program	PhD, English/Visual Arts PhD, Hum/Art History PhD, Communications
	LBST 1C02 LS One, Part II		6		PhD, Art History PhD, Philosophy

					PhD, English PhD, History PhD, History
	Studio	3		Admission to program	MFA/MDes or equivalent
Year 2	200-level History of Art Course (VISA)	3		Prerequisite: 0.5 credits of first-year studio and 3.5 credits of first-year liberal studies	PhD, Art History
Semester 1	200-level Design Studies Course (VISD)	3		Prerequisite: 0.5 credits of first-year studio and 3.5 credit of first-year liberal studies	PhD, Design History
	ENGL 2BXX Research Literacy + Advanced Writing		3	Prerequisite: 0.5 credits of first-year studio and 3.5 credit of first-year liberal studies, incl LBST 1C02	PhD, Art History MFA, Creative Writing
	LAS Breadth		3	0.5 credits of first-year studio and 3.5 credit of first-year liberal arts & sciences	PhD, or ABD
	Elective*	3*		0.5 credits of first-year studio and 3.5 credit of first-year liberal arts & sciences	PhD/ABD/MFA
Semester 2	200-level Media & Digital Studies Course (VISM)	3		0.5 credits of first-year studio and 3.5 credit of first-year liberal arts & sciences	PhD, or ABD
	VIS/C/A/D/M 200-level	3		0.5 credits of first-year studio and 3.5 credit of first-year liberal arts	PhD, or ABD
	LAS Breadth		3	0.5 credits of first-year studio and 3.5 credit of first-year liberal arts & sciences	PhD, or ABD

	Elective*	3*		0.5 credits of first-year studio and 3.5 credit of first-year liberal arts & sciences	PhD/ABD/MFA
	Studio (Choice of ART 2Bxx CIAT or GDES 2B03 Think Tank)	3		1.0 credits of first-year studio and 3.5 credit of first-year liberal arts & sciences	MFA or equivalent
Year 3					
Semester 1	VIS/C/A/D/M 300-level	3		8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	PhD, or ABD
	VIS/C/A/D/M 300-level	3		8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	PhD, or ABD
	LAS Breadth		3	8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in	PhD, or ABD

				VISA/VISC/VISD/VISM)	
	LAS Breadth		3	8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	PhD, or ABD
	Elective*	3*		8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	PhD/ABD/MFA
Semester 2	VISC 3B29 Methods in Visual & Critical Studies	3		8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	PhD, Visual Culture/Art PhD, Visual Culture/Des PhD, English/Film
	VIS/C/A/D/M 300-level	3		8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX	PhD, or ABD

				Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	
	Studio	3		8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	MFA or equivalent
	Elective*	3*		8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	PhD/ABD/MFA
	Elective*	3*		8.5 credits, including all first-year requirements (5.0 credits), and 3.5 credits of second-year liberal arts & sciences (including ENGL 2BXX Research Literacy + Adv Writing plus 0.5 breadth and 2.0 credits in VISA/VISC/VISD/VISM)	PhD/ABD/MFA
Year 4					

Semester 1	VIS/C/A/D/M 400-level	3		13.0 credits, including all first- and second-year requirements (10.0 credits) and 1.0 credits of third-year liberal arts & sciences breadth, plus 1.5 credits 300-level VISA/VISC/VISD/VISM, including VISC 3B29	PhD, or ABD
	VISC 4C01: Honours Seminar I	6		13.0 credits, including all first- and second-year requirements (10.0 credits) and 1.0 credits of third-year liberal arts & sciences breadth, plus 1.5 credits 300-level VISA/VISC/VISD/VISM, including VISC 3B29	PhD, or ABD
	LAS Breadth		3	13.0 credits, including all first- and second-year requirements (10.0 credits) and 1.0 credits of third-year liberal arts & sciences breadth, plus 1.5 credits 300-level VISA/VISC/VISD/VISM, including VISC 3B29	PhD, or ABD
	Elective*	3*		13.0 credits, including all first- and second-year requirements (10.0 credits) and 1.0 credits of third-year liberal arts & sciences breadth, plus 1.5 credits 300-level VISA/VISC/VISD/VISM, including VISC 3B29	PhD/ABD/MFA
Semester 2	VIS/C/A/D/M 400-level	3		13.0 credits, including all first- and second-year requirements (10.0 credits) and 1.0 credits of third-year liberal arts &	PhD, or ABD

				sciences breadth, plus 1.5 credits 300-level VISA/VISC/VISD/VISM, including VISC 3B29	
	VISC 4C02: Honours Seminar II	6		13.0 credits, including all first- and second-year requirements (10.0 credits) and 1.0 credits of third-year liberal arts & sciences breadth, plus 1.5 credits 300-level VISA/VISC/VISD/VISM, including VISC 3B29 plus VISC 4C01	PhD, or ABD
	Studio	3		13.0 credits, including all first- and second-year requirements (10.0 credits) and 1.0 credits of third-year liberal arts & sciences breadth, plus 1.5 credits 300-level VISA/VISC/VISD/VISM, including VISC 3B29	MFA or equivalent
	Elective*	3*		13.0 credits, including all first- and second-year requirements (10.0 credits) and 1.0 credits of third-year liberal arts & sciences breadth, plus 1.5 credits 300-level VISA/VISC/VISD/VISM, including VISC 3B29	PhD/ABD/MFA
Subtotal Course Hours		90	30		
Total Program Hours		69	30		

* There are 7 open electives (21 credit hours) that could be either core (VISC or studio) or non-core (LAS/Interdisc breadth).

4.10 Currency of Curriculum

All courses in the Faculty of Liberal Arts & Sciences have been reviewed by disciplinary sub-committees within the past two years to ensure the curriculum is current and to address any overlap or gaps. Every new faculty member is requested to submit course outlines for review by one of the Associate Deans to ensure that the learning outcomes are clearly articulated and the assignments support the outcomes. All permanent faculty members are active researchers, as attested by the CVs contained in Appendix XVIII.

4.11 Student Assessment

Students taking Liberal Arts & Sciences courses are assessed on the basis of specified assignments or examinations in every course they take; these requirements -- which may include quizzes, tests, final examinations, essays or other written projects, presentations and/or peer review -- are designed to evaluate whether the student has achieved the specified learning outcomes of the course and students are graded accordingly. Please see Section 5.2 below regarding Quality Assurance and the policies and procedures that support it for further details.

4.12 Course Outlines

4.12.1 Course Outlines for Core Courses

Please see Appendix VIII Faculty of Liberal Arts & Sciences, Appendix XI Faculty of Art, and Appendix XII Faculty of Design.

4.12.2 Course Outlines for Non-Core Courses

Please see Appendix IX Faculty of Liberal Arts & Sciences and Appendix X School of Interdisciplinary Studies.

4.13 Work Experience

The Honours BA in Visual and Critical Studies does not have required work placements, internships or field studies. However, the university has created a position in Student Affairs to oversee the expansion/development and implementation of experiential learning outside the studio/classroom, including updating policies and regulations. The Digital Futures undergraduate program currently offers work placements with media companies, supervised by the Associate Chair of the program, and both Art and Design are piloting collaborative projects with organizations. As a result, there will be increasing opportunities for students in all programs to participate in some form of off-campus experience, whether across town or overseas, and we expect that some BA students may choose one of these options within their open electives. In all cases, documentation of benchmarks, assessment criteria, and responsibility for supervision must be signed off by the relevant Chair and Dean, and filed with the Office of the Registrar.

Please see information on Alternative Studies and Special Studies on the OCAD U website: http://www.ocadu.ca/programs/alternative_studies/special_studies.htm.

4.14 Bridging Course Descriptions

This section does not apply to the Honours BA in Visual and Critical Studies.

4.15 Bridging Course Outlines

This section does not apply to the Honours BA in Visual and Critical Studies.

4.16 Gap Analysis

This section does not apply to the Honours BA in Visual and Critical Studies.

SECTION 5: DELIVERY METHOD STANDARD

5.1 Overview

OCAD University is committed to quality standards in program development and delivery.

OCAD U's 2006-12 strategic plan, *Leading in the Age of Imagination*, sets the bar deliberately high:

OCAD's First Commitment Is to Students

We expect our students to achieve excellence; they expect it in return. OCAD will respond to the need for art and design knowledge and thinking as it expands across society, integrating cross-disciplinary and cross-cultural learning opportunities while providing increased flexibility and choice. The institution will support its students with leading-edge academic thinking and technology in order to optimize their growth through capacities-based learning, tailored to their needs. The success of this Strategic Plan depends on strong student engagement in shaping the learning environment and in designing OCAD's physical and virtual learning communities. This engagement will drive the learning environment toward excellence and enrich academic programs through a broad range of activities.

Although Canada does not have a standard-setting organization for art and design programs, OCADU is a member of the Association of Independent Colleges of Art and Design (AICAD - North American, based in the US) and an associate member of the National Association of Schools of Art and Design (NASAD) in the US, which is the standard-setting, quality assurance organization for all US programs. At the time OCAD sought degree-granting status in 2001, a review team headed by a NASAD standards specialist, provided an external review and report to the Ministry, which resulted in OCAD's 2002 legislation providing it the authority to offer BFA, BDes, MA, MFA, and MDes degree programs. All recommendations of that 2002 review report have been addressed with the exception of a recommendation to diversify programming and provide a larger percentage of liberal studies (breadth and non-studio courses) programming. The current round of program development, of which the BA (Hon) in Visual and Critical Studies is the first, addresses this outstanding issue.

OCAD U is a member of the Association of Canadian Institutes of Art & Design (ACIAD) and an associate member of the Council of Ontario Universities. Through 2010 all undergraduate and graduate programs were developed and reviewed under COU's UPRAC and OCGS policies. OCAD U's Institutional Quality Assurance Process (IQAP) was approved by the newly formed

Ontario Universities Quality Assurance Board in the spring of 2011. While the original 2010 Honours BA submission was developed and approved under OCAD U's previous UPRAC-vetted new program development policy, this revision has complied with the IQAP and has been approved by OCAD U's Senate Undergraduate Studies Committee (November 22, 2012) and Senate (December 5, 2012).

5.2 Quality Assurance

A number of policies, practices, and procedures ensures the quality of programs and individual courses at OCAD U.

5.2.1 New Program and Curriculum Approval

New programs are developed and approved according to OCAD U's IQAP policy. Generally, new programs originate with *ad hoc* faculty committees that have identified a clear need for a program, investigated the market (in Ontario, nationally and globally) for such a program, and weighed these against the resources and expertise of the Faculty or department. The expertise supporting the proposal for an Honours BA in Visual and Critical Studies has long been established in the Faculty of Liberal Arts & Sciences. Indeed based on that expertise, a Master of Arts program in Contemporary Art, Design, and New Media Art Histories was developed and approved by OCGS, and launched in September 2010.

Once a case has been made, the Dean sends a Letter of Intent outlining the rationale, faculty expertise, comparator programs, program content and fit with strategic planning goals to the Vice-President Academic, who determines whether the program should be further developed. A positive response results in the formal creation of a Faculty Program Development Committee, which takes responsibility for fleshing out the proposal. The Dean sets up, if not already created, a Faculty Program Advisory Committee comprising external representatives from other universities and industry to vet the program.

The fully developed program first goes to the Faculty Curriculum Committee for approval, and then to the university's Senate Undergraduate Studies Committee for overall approval. Once approved by SUSC, the proposal proceeds to Senate for debate and approval. Because the 2010 legislation granting OCAD university status – creating Ontario College of Art and Design University (OCAD U) – did not change the authorized degrees, we applied for Ministerial Consent in the fall of 2010 to offer the Honours Bachelor of Arts in Visual and Critical Studies

with three streams or areas of specialization: Art History, Design Studies, and Media & Digital Studies. Consent was granted in Summer 2012 to offer the degree, but with only the Art History stream. As explained in the Executive Summary, this constrains the intent of the interdisciplinary degree. Visual and Critical Studies – or Visual Culture Studies – has evolved over the past twenty or so years to broaden the scope and approach of traditional art history to encompass design and media art.³ We believe that an Honours BA in Visual and Critical Studies should encompass the full breadth of visual culture and engage students in the lively debate and continuing evolution of how we look at and ascribe meaning to all things visual – hence our decision to submit a revision to the Minister’s Consent by requesting that the streams be removed and that students in the program be permitted to select a path of study from OCAD U’s full range of visual culture courses.

5.2.2 OCAD University Faculty Handbook

OCAD produces and distributes each fall at Orientation a Faculty Handbook that includes information about all aspects of the University and serves as an important component of orientation for new faculty to OCAD and as a useful reference to continuing faculty. The main sections of the Handbook are as follows:

- Teaching Courses at OCAD
- Teaching & Learning Support
- Services for Students
- Gallery & Exhibition Services
- Working at OCADU
- Wayfinding
- Dates & Deadlines
- Contact Information
- Appendices re New Ecology of Learning, Copyright, Teaching Resources, Classroom Problems and FIPPA
- Policies (pertinent to new faculty)
- Forms (Professional Development, Annual Reports)

³ Since 2002, the *Journal of Visual Culture* has published scholarly articles examining “how, historically and theoretically, we engage critically with ways of seeing, practices of looking, regimes of vision, and the epistemological and ontological questions that both underpin and challenge our notions of the visual, and visual culture itself” (*Journal of Visual Culture* website, accessed January 5, 2013 www.journalofvisualculture.org/about).

Please see Appendix XXII for a full copy of the current OCAD U Faculty Handbook.

5.2.3 Faculty of Liberal Arts & Sciences Instructor Handbook and Mentoring Program

The Faculty of Liberal Studies produces a handbook for new and continuing faculty as well as teaching assistants that supplements the OCAD U Faculty Handbook. Topics in this guide include the following:

- Administrative Policies and Procedures
- Teaching in the Faculty of Liberal Arts & Sciences
- Teaching Resources
- Working at OCAD

During Orientation Week (usually the last week in August), events for new and returning faculty are organized by the Office of the Vice-President, Academic, including a professional development presentation of interest to all OCAD U faculty and separate meetings within each Faculty. In the Faculty of Liberal Arts & Sciences, the Orientation Week meeting includes all faculty – tenured, tenure-track, continuing, limited term, and sessional -- and teaching assistants. The main purpose of this large meeting is to introduce new members and draw attention to any new policies and procedures. But there is also time for socializing, informal discussion and networking.

At a separate time during Orientation Week, special orientation workshops for new faculty and teaching assistants are conducted by the Associate Deans in Liberal Arts & Sciences, and all new full-time faculty are matched with a tenured peer mentor. Training of teaching assistants is coordinated with the Graduate Studies Office and Centre for Innovation in Art & Design Education.

An updated Faculty of Liberal Arts & Sciences Instructor Handbook provides new faculty with a written resource of practical information and also contains a supplement for teaching assistants that offers essential information about tutorials and working with course instructors, plus practical advice and tips for novice teachers. The Handbook and other documents, including Faculty of Liberal Arts & Sciences meeting minutes, are accessible on the OCAD website (<http://www.ocad.ca/faculty/resources/lis/htm>). The Faculty of Liberal Studies Instructor Handbook may be found in Appendix XXIII.

5.2.4 Faculty of Liberal Arts & Sciences Course Outline Template

In the Faculty of Liberal Arts & Sciences, just as at most universities, the curriculum development process culminates in a calendar course description that plays a particular role in meeting program objectives and outcomes, i.e., in ensuring that curriculum enables the graduate of the program to meet OCAD U's degree level expectations. How each individual faculty member goes about developing and delivering course content is for the most part unique. There are parameters outlined in the OCAD U Faculty Handbook and described in greater detail in the LAS Instructor Handbook. But, with the exception of several first-year survey and writing courses with dozens of sections where the course coordinator creates the course outline, the choice of required readings and the design of assignments is a matter of personal choice and experience. One will find as many different versions of a course as there are faculty members assigned to teach it.

That said, the Faculty of Liberal Arts & Sciences provides considerable assistance to new faculty, especially sessional instructors who have limited teaching experience, including personal meetings and email advice as the new faculty member builds his or her course. Two to three weeks in advance of each semester, new and sessional faculty are then required to submit their course outlines to one of the Associate Deans for review and sign-off. In the last two or three years, with the desire for more clearly articulated program-level and course-level learning outcomes, combined with the requirement for more information on the course outline regarding policies governing student conduct, as well as various dates and deadlines, the Liberal Arts & Sciences Office created a basic Course Outline Template, into which faculty – new and old – can input their individual course elements (see below). At the same time, an additional information sheet on Learning Outcomes designed to help faculty move beyond the traditional course objectives to clearly stated learning outcomes is available to all FoLAS faculty members on the Liberal Arts & Sciences website (www.ocad.ca/faculty/resources/las/htm).

FACULTY OF LIBERAL ARTS & SCIENCES100 McCaul St. 3rd floor, room 315

tel: 416.977.6000 ext 372

Course Title:
Course Section:
Course Day & Time:

Course Number:
Semester & Year:
Building & Room#:

Credit Value:
Pre-requisites:
Anti-requisite:

Instructor:
Email & Voicemail:

Office Location
Office hours:

Instructors should schedule one in person office hour per class per week. You may also schedule "email office hours" noting the hour each week during which you respond to email queries. Please inform the LAS office of your office hours.

List of TA names, contact email and office location:

Course Website: <https://mycourses.ocad.ca>

COURSE CALENDAR DESCRIPTION

It is essential that you use the official OCAD course description. Cut and paste from:
http://academic.ocad.ca/course_calendar/2010/

Optional: You may also choose to add your personal course focus. You may want to write a short description identifying any specific issues that you will be focusing on in your 'version' of the general OCAD calendar course description.

LEARNING OUTCOMES

Briefly state what students will gain from the class. (see Learning Outcomes info sheet)
SEE ATTACHED MEMO "ITEMS TO INCLUDE IN SYLLABI" FOR MORE DETAIL

REQUIRED TEXTBOOKS/COURSE PACKS

Indicate the names of the texts or course reading kit, where the text(s), can be purchased, and how students are to purchase it. Include the address and telephone number of the supplier.

Textbooks are available through OCAD's Computer and Bookstore 317c. Texts should be ordered 4 weeks in advance of the start of classes.

For textbooks, contact Evelyn Junger, Senior Course Materials Coordinator at the U of T Book Store at ejunger@uoftbookstore.com or 416-640-5842 for details visit www.uoftbookstore.com/online/faculty.ihtml.

For course packs, contact Canadian Scholars' Press Inc (their course packs are sold through the bookstore) at dhawkins@coursepack.ca.

Instructors can also make their own arrangements for text book purchases or for compiling course reading kits; the latter should be made at a business that adheres to Canadian copyright laws (e.g., Alicos Copy Centre).

Please try NOT to place required articles for class reading in the Library on the Circulation Reserve Shelves. The high student demand for access to these articles for Liberal Studies courses can put unrealistic work expectations on Library staff.

SEE ATTACHED MEMO "ORDERING TEXTBOOKS 2012-13" FOR MORE DETAIL

COURSE EVALUATION

Clearly outline the methods used to calculate students' final grades, including relative weights (%) of these methods (e.g. participation, research papers, response papers, presentations, mid-term tests, final tests or exams and any discretionary factors). Clearly indicate the **due dates of each assignment**.

- An assignment worth 20% of the final grade must be returned to the student one week prior to the deadline to withdraw from the course without academic penalty (see Important Dates)
- No single assignment may account for more than 40% of the final grade
- Peer or self-evaluation may not account for more than 25% of the final grade
- Any creative project may not account for more than 15% of the final grade
- Marks are not allowed for attendance

FINAL EXAMINATIONS

Final Exams are scheduled for all **100 and 200-level courses** during the final exam period after classes are finished. **The date, time and location must be included in your syllabus** (if applicable) and should be announced often in class. Please also refer your students to our final exam protocols at

http://www.ocad.ca/students/records_registration/course_calendar/0910/undergraduate/ls/final_exams.htm

If you choose to have a final exam in a 300 or 400-level course, you must schedule it within the regular class time.

SEE ATTACHED MEMO "ITEMS TO INCLUDE IN SYLLABI" FOR MORE DETAIL

POLICY ON LATE ASSIGNMENTS

This penalty rate is up to you to decide. Please note that late essays are no longer date-stamped in the Liberal Studies Office. You need to inform students specifically how they should submit their late assignments. For example, students should submit late assignments (hard copy) to your Liberal Studies mailbox but may send a digital copy through 'My Courses' beforehand - for date verification only. Inform students if you require a hard copy for grading. Provide a time period between the digital and hard copy submission. (e.g., students can submit the digital copy the night before the hard copy submission to save a day's deduction – but students need to bring in the hard copy within 12 hours). Again, the detail of the process for late submissions is up to you.

IMPORTANT:

Please do not have assignments due on the last day of class. This will provide instructors one additional week to collect and mark assignments from students who do not meet the original deadline. This will also cut down on the number of incomplete grades instructors assign to students who do not hand in work on time.

SEE ATTACHED MEMO "ITEMS TO INCLUDE IN SYLLABI" FOR MORE DETAIL

PLAGIARISM AND REFERENCING YOUR RESEARCH SOURCES

Plagiarism is the act of taking someone else's ideas, opinions, writings, etc. and representing them as one's own. You plagiarize whenever you borrow another scholar's ideas or quote directly from a work without giving credit through proper citation or acknowledgement. Plagiarism is a serious offense at OCAD (please see OCAD's Policy in the OCAD Academic Calendar). Any assignment in which the ideas of

another author are intentionally represented without acknowledgement and/or presented as the student's own work will receive a grade of zero

The Faculty of Liberal Arts & Sciences at OCAD has developed a set of 'OCAD Writing Style Guidelines' for students to consult with regard to proper referencing in essays for both the References Cited/Bibliography section and the Endnotes/Footnotes section. Please consult and follow these guidelines to ensure proper referencing of your sources in all research assignments. Copies of the Writing Style Guidelines are filed in the OCAD Library and online. Please see http://www.ocad.ca/students/academic_integrity.htm for more information.

ATTENDANCE

While absences alone are not sufficient cause to fail a student, the OCAD policy statement (below) suggests that absences routinely result in missed work and as such, seriously jeopardize student grades. Please keep this in mind as you write your own additional elements regarding attendance and participation. We recommend you use the language from the OCAD policy in the faculty handbook as follows:

OCAD expects students to attend classes and participate in them by the standards established by the teaching faculty and as stated in published policies. Students' full participation in the university's classes is essential to their education. Given that students benefit from an active involvement with faculty and with their fellow students in classes, OCAD requires that students attend classes on a regular basis and that they participate fully in them. Please note, a student with three or more unexcused absences may be assigned a failing grade for that course.

ABSENCE FOR RELIGIOUS PURPOSES

A student who foresees a conflict between a religious obligation and any scheduled class assignments, including the final examination or critique, must notify his/her instructor in writing and in the case of final examinations and critiques must make a written request to the appropriate Faculty Office within three weeks of the first class. Late requests for an exam or critique deferral are subject to a fee of \$70.

ACADEMIC AND NON-ACADEMIC MISCONDUCT

Each student has final responsibility for her or his conduct. Students are expected to be aware of and abide by the regulations as they have been established in OCAD's academic and non-academic policies, which can be found on the OCAD website at <http://www.ocad.ca/students.htm#> under "Student Policies". These policies outline the responsibility of students to "conduct themselves appropriately and reflect the highest standards of integrity in non-academic as well as academic behaviour". All allegations of misconduct will be reported and investigated as per the current policies.

WEEKLY READINGS & CLASS SCHEDULE

GENERAL INFORMATION FOR STUDENTS

You may want to include the following resources for students:

- Library and online databases - <http://www.ocad.ca/library.htm>
- Centre for Students with Disabilities - http://www.ocad.ca/students/disability_services.htm
- Writing and Learning Centre - <http://www.ocad.ca/students/wlc.htm>
- Academic Integrity - http://www.ocad.ca/students/academic_integrity.htm
- Academic Advising - http://www.ocad.ca/students/academic_advising.htm

5.2.5 Liberal Arts & Sciences Curriculum Review

The Faculty of Liberal Arts & Sciences Curriculum Committee (LASCC) meets monthly during the Fall and Winter terms, and as needed during the Summer term. The committee comprises both associate deans, eight faculty members, a student representative, and is chaired by the dean. In the ten years since OCAD U attained degree-granting status in 2002, the primary occupation of the LASCC has been to build its curricular offerings in all disciplines to accommodate the 25% liberal studies portion of all studio degree programs and the stunning growth in enrolment. During the course of developing this program proposal and the concomitant exercise of curriculum mapping, a focused review of the visual studies/criticism (VISC) curriculum was undertaken, and gaps and overlaps were identified.

The gaps have been addressed through the development of six new courses, which will provide foundation, structure and depth to the Visual Culture core:

LBST 1B04: Global Visual & Material Culture: Beginnings to 1800 (part one of a survey of global visual culture, including design history and Indigenous material, 0.5 credit);

LBST 1B05: Global Visual & Material Culture: 1800 to the Present (part two of a survey of global visual culture, including design history and Indigenous material, 0.5 credit);

LBST 1B14: Things and Text (a course that introduces students to critical writing in the context of thinking about categories of art and material objects; 0.5 credit)

VISC 3B29: Methods in Visual and Critical Studies (an introduction to the primary research methodologies of art history, design studies, and media & digital studies, and where/how they intersect; worth 0.5 credit)

VISC 4C01 and VISC 4C02: Honours Seminar I and II (a capstone course providing the opportunity for independent research combined with presentations, discussion, and peer review; selected papers will be presented at a one-day colloquium at the end of the final year; worth 2.0 credits; students must successfully complete VISC 4C01 to proceed to VISC 4C02).

Following the report of the 2010-11 Quality Assessment Panel appointed by PEQAB to review the original Honours BA submission, three new courses have been developed to provide a solid grounding of breadth to the program:

LBST 1C01: Liberal Studies One, Part I and LBST 1C02: Liberal Studies One, Part II (a coordinated, though independent pair of team-taught thematically-based courses that integrate philosophy, literature, and history with science or social science; worth 1.0 credit each);

ENGL 2Bxx: Advanced Research Literacy and Writing (a course that builds on the intensive writing, reading, and research experiences of LS One to ensure these capacities continue to develop and are recognized as a major strength of Honours BA students).

Several VISC courses developed in the late 1990s and early 2000s have been earmarked for extensive revision or replacement and several additional courses that would add greater global breadth (e.g., Islamic art and architecture, Eastern Europe/Baltic art and architecture) have been identified for development; this will be undertaken during the course of the current academic year. A focused review of the breadth curriculum – English, Humanities, Science / Math /Technology, and Social Sciences – was begun this year and will continue through the first half of 2013/14.

Liberal Arts & Sciences has been approached by the Faculty of Design and the Digital Futures program to develop a number of new courses in the areas of biomimicry, computing, human/computer interaction, cognitive science, and business. Because of the desire to include some elective business courses in the BA program, the Faculty of Liberal Arts & Sciences proposed two years ago that a new disciplinary category of Business Innovation (BUSI) be created and administered in the FoLS. The original sequence of courses has been expanded by the Digital Futures program and discussions regarding a Business Minor or Design Management Program are ongoing. Although they will be housed in the Faculty of Liberal Arts & Sciences (School of Interdisciplinary Studies), the BUSI courses will not count toward fulfilling the liberal studies breadth requirements in BFA and BDes programs.

5.2.6 Faculty Council Meetings and Professional Development

The Liberal Arts & Sciences Faculty Council (all non-sessional faculty) was expanded to include the new School of Interdisciplinary Studies in 2011-12; Faculty Council meets bimonthly throughout the academic year and provides an essential means of not simply imparting information to faculty members, but of gaining feedback from faculty about their courses, the “character” of the incoming student class, the progress of students in other years of their programs, and about any concerns in or out of the classroom. Often these meetings are the source of ideas for faculty professional development sessions, whether just for LAS faculty or for the entire university. If there is strong interest in a topic – or otherwise a pressing need to address it – separate PD sessions are arranged to take place adjacent to Faculty Council Meetings. Faculty Research Colloquia are scheduled in a similar way.

Major curricular changes, such as this proposal for an Honours BA in Visual and Critical Studies, are presented to and discussed by the full Faculty Council.

Dovetailing with the bimonthly Faculty Council meetings are Faculty Research Talks. These sessions have been well-attended and highly appreciated.

5.2.7 Grade Distribution Policy and Grade Reports

The year after OCAD became degree-granting, a Grade Distribution Policy was developed and introduced to address significant grading discrepancies among the three Faculties. The implementation of this policy required – and continues to require – proactive training and development of faculty. It also generated considerable discussion and debate that has been healthy for the institution and led to several research projects by faculty members. A copy of the policy is located in Appendix XXIX, Section A. The Senate Academic Standards Committee receives and reviews semesterly Grade Reports from each Faculty, noting any trends and anomalies for further action. All grades are approved by Senate. This policy is currently being redrafted to better correlate grades with learning outcomes.

5.2.8 Academic Misconduct Policy

Although OCAD had had a policy governing student conduct for more than ten years, in 2004, a fully revised and updated policy was launched. Like the Grade Distribution Policy, it generated significant debate – particularly around the question of creative appropriation and the thin line between this practice and plagiarism. Perhaps no other policy is as dependent for success on proactive faculty involvement as this one – both in dealing with instances of misconduct when discovered and consciously preventing misconduct through careful assignment design. A copy of OCADU's Academic Misconduct Policy is located in Appendix XXIX, Section A.

5.2.9 Performance Reviews and Class Visits

All non-sessional faculty are reviewed on a triennial basis. Performance Review Committees with two faculty peers and chaired by an associate dean are constituted each fall and perform classroom visits at a time agreeable to the faculty member under review starting in the fall. The Review Committees look at, and weigh on a 40-40-20-basis, teaching, research/creative practice, and service to arrive at a score that awards normal progress through the ranks or a merit increment. It can also result in a score of less than 1.0, in which case the dean meets with

the faculty member and negotiates the terms for improvement, which may include professional development.

The process ensures that material taught in OCAD courses is current; it recognizes and rewards laudable teaching, research or service. It also ensures that any problems a faculty member may have interacting with students or delivering course material are addressed in a timely fashion through meetings with the dean.

The Performance Review results of each Faculty are reviewed and approved by a university committee chaired by the Vice-President, Academic, filed with the Office of Human Resources, and factor into salary increases for the following year. Individual Performance Reviews become a part of the faculty member's dossier and are used during tenure and promotion proceedings.

5.2.10 Final Exam Protocols

The Faculty of Liberal Arts & Sciences has developed a set of Final Exam Protocols for faculty and for students. The protocols are reviewed regularly to take into account new electronic devices. The protocols apply to all examinations written during the Final Examination Period. (Please see Appendix XXIII or the Faculty of LAS faculty resource website).

5.3 Student Feedback

Student participation in the development of curriculum and academic policy is encouraged through the allotment of student seats on most university-wide and Faculty-level committees. Student feedback regarding courses and instructors is vital to both the instructor and the department or Faculty to ensure that the material is up-to-date, the teaching approach is appropriate, and delivery is effective.

5.3.1 Course and Instructor Evaluations

Finding the most efficacious tool for feedback on courses and instructors is not easy. When OCAD introduced mandatory course/instructor evaluations in 2004, online evaluations were the growing norm. But the proportion of students who actually filled out the evaluations – even with various attractive draws or giveaways – never increased beyond an average of 40%. A committee was then convened by the Vice-President Academic to review the research (a lengthy research paper commissioned by HEQCO is one the most extensive analyses of the efficacy of various types of evaluation tool and format) and make a recommendation.

With the creation of the Centre for Innovation in Art and Design Education (CIADE) in 2011, including the appointment of a new director to oversee teaching and learning across the institution, a new system of course and instructor evaluations was initiated. A copy of the surveys currently in use -- one for courses with TAs, the other for regular single-professor courses -- may be found in Appendix XXIV.

5.3.2 National Survey of Student Engagement

OCAD has participated, with the Council of Ontario Universities, in the US-based National Survey of Student Engagement (NSSE) since 2007. A second comparator group is the AICAD institutions that also participate in the NSSE. Unlike course and instructor evaluations that focus on individual courses, NSSE asks students to respond to questions about their entire student experience, from student/faculty interaction to student study or social space, to student support services.

OCAD uses its NSSE results to review policies and procedures, in particular with regard to student services. The results also help us take the pulse of how successful we are in realizing our goals for creating a strong sense of community and otherwise implementing the New Ecology of Learning.

OCAD's NSSE results form a part of its Common Data Set, which is posted online and on the Council of Ontario Universities website (www.cou.on.ca).

5.3.3 Academic Advising

Student advising begins in the summer months leading up to a student's first year at OCADU: RAD Days or Registration Advising Days for all new students take place over a number of weeks beginning in late June. Students have the opportunity to meet with the Student Adviser from each of the three Faculties: Art, Design and Liberal Studies; they also meet with representatives of the Writing & Learning Centre to determine which of the first-year writing courses is best for them.

Once classes begin and then on an ongoing basis, students may meet with Student Advisers in their major Faculty or with the Chairs of their major program. The Faculty of Liberal Arts & Sciences currently has no chairs, but will restructure by July 1, 2013 to create a Department of

Visual and Critical Studies with a Chair. Academic Advising in the Faculty is currently covered by the Associate Deans together with a half-time Student Adviser to help students regarding liberal studies graduation requirements for BFA and BDes programs, as well as students interested in declaring a Liberal Arts & Sciences minor. **At this writing, student advising is being reorganized and centralized in an effort to reach more students through group programming.**

5.3.4 Student Participation on Committees

OCAD U's Senate and all its committees, including Academic Standards, Undergraduate Studies, Graduate Studies, and Policy and Planning include student representatives. The Liberal Arts & Sciences Curriculum Committee (LASCC) and the School of Interdisciplinary Studies Curriculum Committee (SISCC) both include student representatives; most often these are alumni in the degree completion program (OCAD diploma grads seeking an upgrade to BFA or BDes and taking primarily liberal studies courses). With the introduction of the Honours BA, we will encourage the organization of a Liberal Arts & Sciences student caucus that elects or helps appoint students to Faculty and university-wide committees.

5.3.5 Student Access to Faculty

All Liberal Arts & Sciences faculty schedule regular office hours (a blend of in-person and online or email office hours); they are asked to be available in person a minimum of one hour for each course they are teaching in a given term. Most faculty are in fact quite generous with their time, both in person and via email.

5.4 Web-Facilitated Deliveries

OCAD University is in the process of augmenting its policies and resources pertaining to technology, computer, and web-based learning modes of delivery. *Please note, however, that there are no on-line learning courses as a whole included in this submission. Currently and for the next year, on-line learning will be confined to supplements or enhancements of courses that are taught face-to-face.*

5.4.1 e-Learning Goals and Scope

OCAD University aims to create a transformative, rigorous, cross-disciplinary learning environment that is attuned to and incorporates contemporary technologies, and that fosters imagination, creativity and innovation. OCAD also seeks to nurture a strong sense of community among its students, faculty and staff, both in the physical and virtual realms.

The scope of e-learning is commonly understood to encompass the following:

- 1) “smart” or technology-enhanced classrooms, studios, laboratories, and learning resource centres such as the library and Learning Commons;
- 2) Web-based resources utilized by students and faculty for communication, collaboration, research and reference;
- 3) On-line programs, courses, or discrete course components (part of a hybrid or mixed mode course delivery).

OCAD University has been actively engaged in 1) and 2) for some time, and piloted its first on-line course components during the 2011-12 academic year. The arrival at OCAD in July 2010 of the Inclusive Design Institute, a large research centre headed by Jutta Treviranus, brought considerable experience with on-line learning management systems and expertise in designing and implementing innovative, highly accessible courses, and will continue to augment current instructional design capabilities. Funding for OCAD’s Digital Futures Initiative has facilitated the development of leading edge teaching facilities and research labs, and contributed to major upgrades and enhancements to studios across the institution.

5.4.2 Current e-Learning Capacities

OCAD University consciously prioritized developing and supporting technology-based learning resources that would enhance face-to-face studio instruction. As digital technologies and new sophisticated software have altered many industry standards, faculty find themselves teaching a broad array of technologies, ranging from analog to digital. Because of the nature of the institution, a concerted effort has been made to provide enhanced tools for visual content and visual learners, with an eye toward greater accessibility for students with disabilities and ESL learners.

Web 2.0 at OCAD

OCAD University currently supports a number of Web 2.0 technologies utilized in our e-Learning environment:

- Blogging (Wordpress Multi-user) blog.ocad.ca
- Wiki (Media Wiki) wikis.ocad.ca
- Webpace (Apache/PHP Webserver) webpace.ocad.ca
- Podcasting (Apple Podcast Producer/iTunesU) itunesu.ocad.ca
- Web Conferencing (Adobe Connect) connect.ocad.ca

New Learning Management System

Effective September 2012, OCAD U adopted Canvas as its LMS. Like the previous in-house system, Canvas distributes curriculum materials, submits grades and facilitates communication between all faculty and students at OCAD for undergraduate and graduate courses.

The LMS offers course administration features such grade computation, breakdown and submission. However the greatest benefit of switching to Canvas is its potential for restructuring the delivery of learning in a given course -- indeed Canvas will help facilitate the move toward hybrid and online learning.

Expanded Educational Development Support

The university's 2012-12 budget prioritized the development of online learning at OCAD U, with the plan to redevelop five courses per semester for the next two years. In the fall of 2012 a new Manager of Faculty Development was hired within the CIADE, new policy and procedures surrounding the development of these courses were developed (see Appendix XXIX-H), and instructional development teams created. To further support this endeavor, a new education developer has been hired effective January 2013 to lead these teams and the implementation process. The Faculty of Liberal Arts & Sciences Curriculum Committee approved e-learning sections of four large courses and lead instructors have been identified for each:

LBST 1B04 Global Visual and Material Culture: Beginnings to 1800

LBST 1B05 Global Visual and Material Culture: 1800 to the Present

VISD 2B39 Graphic Design History

VISD 3B38 Advertising and the Art of Persuasion.

All of these courses are currently delivered in large lecture format with tutorials or in-class TAs. We believe that hybrid versions of these courses have the potential to enhance the learning experience for students and will be piloting the hybrid sections during the 2013/14 academic year.

Web-based Image Library

Currently there are over 76,000 objects in this database. Plans for the next seven years include adding 8,000 to 10,000 new digital images annually in targeted areas as well as digitizing and

archiving key areas of the existing slide collection (150,000 slides plus 110,000 recently acquired from the AGO). The database supplies the data, images and video for the on-line Image Library: <https://imagelibrary.ocad.ca/>. The Image Library is used by faculty and students to add curricular visual content to class presentations.

The Image Library contains not only curricular materials, but also all campus documentation, including video recordings of various campus lectures (e.g., President's Speakers Series, Design Speakers Series, Faculty of Art Nomadic Residency), the Visual Resources Image and Video Archive, as well as the OCAD Permanent Collection.

Digital Library Resources

Perhaps the greatest digital success at OCAD University has been the exponential growth of its library resources through the purchase of databases such as J-Stor, e-books, e-journals and various consortia agreements through the Ontario Council of University Libraries (OCUL).

Please see the Library Director's report in Appendix XXV.

Policies governing the use of web technologies at OCAD may be found in Appendix XXIX-I.

5.4.3 Technical Support and Infrastructure

To facilitate planning and implementation of the growth in e-learning initiatives, the university recently commissioned a major information and communication technologies (ICT) needs assessment and chartered a new ICT Governance Committee. The administrative structure of the IT Department was strengthened and two contract managers engaged to oversee two areas: Digital Futures Initiative (DFI) Implementation, including the design, planning and development of a major interactive media lab, and IT Change Management.

A Manager of ERP Implementation was hired early in 2012 with the plan of selecting, developing, training for and implementing a new student registration and records/HR management/financial management system (Enterprise Resource Planning system) over the next five years.

Please see the IT Services Report in Section 6.2.3 and Appendix XXVI.

SECTION 6: CAPACITY TO DELIVER STANDARD

6.1 Overview

The Honours BA in Visual and Critical Studies aligns with OCAD University's mission and vision and is explicitly referenced in the Academic Plan.

Vision

As Canada's "university of the imagination," OCAD University will lead in art and design education and research, contributing significantly to the fields of art and design, as well as local global cultural initiatives and knowledge and invention across a wide range of disciplines.

Objects of OCAD University

The objects of the University are to provide the opportunity and environment for advanced education in art and design at the undergraduate and graduate levels and to support teaching, research and professional practice in these fields.

6.1.1 Program Rationale

The program in Visual and Critical Studies grows organically from OCAD's existing curriculum, in a discipline that is central to OCAD's educational program. Although art and design history courses have constituted an integral part of OCAD program requirements for more than forty years, it was not until OCAD received degree-granting status in 2002 that Visual and Critical Studies requirements along with breadth requirements (together constituting 25% of each BFA and BDes program) were formalized. Since 2003, all degree students have been required to take a minimum of 3.0 credits in Visual and Critical Studies (VISC).

Also since 2003, as the Faculty of Liberal Arts & Sciences has expanded its VISC offerings and augmented and diversified its faculty complement, development has become focused on three distinct streams, all reflecting and participating in, if not leading, the current dialogue around contemporary visual intelligence and applications of visibility. **The growing stature of Visual and Critical Studies as an independent field of study is apparent from the number of BA programs across North America and globally, some well established: Pratt Institute, School of Visual Arts, School at the Art Institute of Chicago -- and some new: Tufts University at the Museum School, Dublin Institute of Technology, and most recently Tyler**

School of Art at Temple University (2011). Since 2002, the *Journal of Visual Culture* has published scholarly articles examining “how, historically and theoretically, we engage critically with ways of seeing, practices of looking, regimes of vision, and the epistemological and ontological questions that both underpin and challenge our notions of the visual, and visual culture itself” (*Journal of Visual Culture* website, www.journalofvisualculture.org/about).

Growing recognition of OCAD’s leadership role, not only in educating artists and designers, but also in shaping the research agenda and weighing in on the dialogue within the art and design communities, not just in Toronto and Ontario, but nationally and globally, has attracted highly qualified expertise in each of these streams. OCAD’s graduate programs are gaining traction – and these include an MA in Interdisciplinary Studies and an MA in Contemporary Art, Design, and New Media Art Histories. Faculty teaching in these graduate programs will also teach in the BA program. Indeed the core faculty complement for this program is in place and the undergraduate curriculum exists. It only makes sense to utilize these resources and offer an Honours BA in Visual and Critical Studies.

There is another compelling reason to offer an Honours BA program. Diversifying programming at OCAD to take the pressure off resource-intensive studio-based programs in meeting growth targets will help the institution in two important ways: first, it will provide a less expensive way to offer quality art and design programming to meet demand for new spaces; second, it will provide students with a viable alternative to a practice-based degree when their academic predilection is rooted in issues explored through the study of history and theory.

6.1.2 Governance

The governing structure of the university is outlined in Bill 43 (June 2010) amendments to OCAD Act of 2002, now the OCAD University Act. Further details about the governing structure and administrative leadership may be found on the OCAD University website at www.ocadu.ca/about_ocad.htm#.

6.2 Learning and Physical Resources

6.2.1 Library Resources

The Honours BA program at OCAD University will be well served by a highly specialized physical library and ever-expanding virtual library providing access to digital information in all

formats. Library holdings include titles on current reading lists plus an extensive variety of supplementary materials to focus or expand learning in subject areas.

OCAD U is committed to developing a Library commensurate with its status and needs as an evolving research university with a graduate studies program. The present core collections are highly specialized, well selected, well used by our community of artists, designers, students and external borrowers, and well suited to the needs of the proposed Bachelor of Arts program. To support the Honours BA, the Library will provide access to seminal works and journals necessary for instruction and research on contemporary art, design and new media. Included will be a significant number of retrospective materials, a substantial collection of works by critics and theorists, works that provide in-depth discussions of research techniques and evaluation, plus access to appropriate machine-readable data files, and reference tools and fundamental bibliographic apparatus pertaining to a wide range of subjects.

In December 2009, the Dorothy H. Hoover Library & Archives of OCAD U Library entered into an Affiliation Agreement with the Edward P. Taylor Research Library & Archives of the Art Gallery of Ontario. The designated client groups are: AGO library, archives, conservation, education and curatorial staff and OCAD U library, archives and academic staff, graduate faculty, graduate students and undergraduate students enrolled in the BA in Visual and Critical Studies. Both libraries provide access to on-site collections for respective library staff and client groups. The OCAD U client group has unprecedented access to the AGO Library (an access not extended to UofT, York or Ryerson students).

The OCAD U Library currently has a highly specialized and well-selected core collection. There are close to 100,000 print volumes -- augmented by over 200,000 print volumes in the AGO Library -- plus access to 100,000 e-books through the *ebrary* collection and more than 3,500 videotapes and DVDs. There are approximately 76,000 locally produced digital images for instructional purposes with access to millions of other digital images through licenses. There are core subscriptions to 300 print art and design periodicals plus access to more than 20,000 full-text digital journals. Both print and digital sources will continue to be developed as OCADU expands its library services. In addition to OCAD U's resources and full access to the AGO Library, students have privileged access to the considerable materials available at other universities and museums in Toronto, including the libraries at the Art Gallery of Ontario, the

Royal Ontario Museum, Ryerson University, the University of Toronto (graduate students only), and York University, among others.

A detailed and fully updated Library Assessment prepared by the Director of Library Services can be found in Appendix XXV together with a letter from the Director of the E.P. Taylor Research Library and Archives at the AGO.

6.2.2 Studio and Laboratory Facilities

The Honours BA in Visual and Critical Studies includes a studio art or design component of at least 2.5 credits. Students will therefore have classes that utilize one or more of the following studio facilities:

Fabrication Studios

Known collectively as “The Fabrication Studios”, OCAD U offers well-equipped studios specializing in metal, plastics, and wood fabrication. There is also a fully equipped bronze/aluminum foundry and mould-making area. These industrial/production quality facilities are, along with all the studios, part of an annual facilities and equipment review. These areas are the ‘hub’ of fabrication at the University, providing the student body with the opportunity to access materials and techniques they might otherwise never come to experience. Students who wish to use these facilities must enroll in classes that provide them with the appropriate expertise. These shops are staffed by highly experienced technicians who maintain a safe working environment, and who are able to advise and assist students with their projects. Appropriate materials are also for sale in each studio.

Printmaking Studios

Rooted in centuries old tradition, yet highly adaptable to emerging digital processes, the Printmaking Studios offer well-equipped studios focusing on Intaglio, Lithography, Silk Screening, Paper Making, Typesetting, and Book Binding. Digital and photo-based printmaking processes are supported by the Printmaking Digital Lab. Completing the printmaking facilities is a darkroom, equipped with polymer platemaker and UV exposure unit. The Printmaking studios are also staffed by experienced and highly knowledgeable technicians and class assistants.

Photography Centre

The Photography Centre at OCAD University is composed of labs that fully support traditional colour and black-and-white printing along with historical and alternative photographic processes.

There are three bookable shooting studios, two with cove flooring. Digital scanning and large-format inkjet printing is conducted in the Epson Lab. The teaching labs in OCADU's Computer Centre are also used for Photography's digital imaging classes. The Photography Centre equipment cage supplies large format 4x5 and 8x10 cameras, camera supports, darkroom accessories, location lighting equipment, digital cameras, and other photography equipment to students in support of their courses.

Drawing and Painting

The Drawing and Painting Department consists of a number of specialized studios. These studios are all equipped with a high rate of air exchange in order to remove fumes produced in painting processes. There are eight studios set up for painting in a wide range of media, from acrylics to oils; one studio dedicated to encaustic practices; a digital studio which includes two interactive whiteboards and four Cintiq tablets; a digital suite where students can output in wide-format inkjet; and a build shop with a framing guillotine and hand tools for building braced panels and stretchers. The build shop is also equipped with a spray booth for aerosol work. Drawing and Painting studios are staffed by a full-time technician, as well as a Class Assistant and student monitors. The staff maintains a safe and healthy work environment. They are also able to advise students on traditional techniques as well as evolving digital painting processes.

Material Art and Design Studios

OCADU offers studios dedicated to work in ceramics, fibre, and jewellery. The Ceramics Studio is equipped with potter's wheels, gas and electric kilns, an area for mould-making, and a sophisticated glazing area. The Fibre Studio is equipped with numerous looms, large and small, as well as a large silk-screening area with darkroom facilities. Fibre also recently added a large scale digital inkjet printer which is capable of producing extremely complex and colourfast fabric prints. A paper making facility and a dye kitchen round out the facilities in this area. The Jewellery Studio is equipped with casting facilities (kiln, centrifuge), an annealing area, a smithing room, and numerous soldering stations. The recent addition of a laser welder has greatly expanded the welding capabilities of the area. The new digital technologies of craft are rapidly finding their way into each of these program areas, and are having a significant impact.

ID/ED Modeling Shop

Located in the Sharp Centre for Design, the ID/ED shop is equipped with everything required for young designers to produce professional quality models. Equipped with basic fabrication tools

(table saw, vac. former, lathe, mill, spray booth, etc.), the ID/Ed Modeling Shop is constantly looking to industry to guide its equipment acquisitions. An assembly area adjacent to the shop has recently been added, which allows students more room to work on their site plans and models.

Rapid Prototyping Facility

This is a stand-alone facility on the lower level of 100 McCaul, operating as a service bureau open to all students. It houses technology capable of 3D scanning, printing and cutting. There are two 3D scanners, two 3D printers (one using catalysed epoxy medium, the other extruded ABS), two laser cutters, and two CNC mills (one 4-axis and one 3-axis).

Sculpture Installation First-Year Workshop

Catering to both First Year and Sculpture/Installation students, this workshop has been designed to be the most user-friendly of the shops. Equipped to handle most fabrication tasks (table saw, drill presses, band saws, belt/disk sanders, spot welder, metal brake etc.) this shop is where students are first introduced to shop production, safety and etiquette. It is currently staffed by four technicians and two class assistants, all of whom are highly skilled and capable of guiding even the most novice of students through the complexities of shop work. This shop includes a large assembly area, and has extensive open hours.

OCAD U Tool Loans

OCAD U's Tool Loans service allows students and employees of the University access to over 1000 assorted hand and power tools. Tools may be borrowed for a period of twenty-four hours, with the option to renew. Basic personal protective equipment is also available for purchase. Tool Loans is open Monday to Friday, and tools may be borrowed over the weekend.

Integrated Media Studios

Integrated Media at OCAD U is comprised of a number of specialized studios, as well as a well-stocked equipment signout cage. The Physical Computing/Hybrid Media (PCH) Lab is the centre of physical computing (including robotics and wearable technology) and online/networked activities. The Shooting Studio is equipped with lighting grid, green screen and cove floor; the Audio Room is set up for musical instrument, sound effect and voice work and features both CuBase and Logic workflows; the Media Lab features Final Cut X editing stations and a high-end digital projector with 5.1 sound; the Film/Teaching studio is equipped with lighting grid,

optical printer, Steenbeck and animation stand. Students enrolled in Integrated Media courses may sign out high-end video, audio and animation equipment, as well as 16mm film cameras and musical instruments. Technicians and class assistants are on hand to assist and advise students on their diverse media projects.

DMRII and other Digital Futures Research Labs

OCADU is in the final stages of equipping leading edge labs for use by faculty researchers and graduate students, but that will also benefit undergraduate students. See more about this in the Computer Resources section below (page 113).

Additionally, there are a number of other types of facilities available to students which may assist in their research and project development and generally augment their learning environment:

Onsite [at] OCAD

This is OCAD's professional gallery, which is dedicated to showing work by nationally and internationally significant contemporary artists and designers.

Permanent Collection

The collection comprises about four thousand works of art and design related to OCAD and its history, including a major compilation of videos documenting the early history of performance art.

OCAD Student Galleries

The Student Gallery is dedicated to exhibiting work by OCAD students. It is a curated space that includes seasoned support staff. Students who participate in exhibits at this venue – whether as artists, designers or curators – are offered a well-organized, professional experience.

Toronto's Cultural Institutions

OCADU is privileged to be in the heart of the Toronto cultural community and among a number of the country's leading publicly-assisted cultural institutions. These sites include significant collections, libraries and archives that will provide students with living laboratories for research on all aspects of art history, design and new media: Art Gallery of Ontario, Royal Ontario

Museum, The Design Exchange, The Bata Shoe Museum, The Textile Museum of Canada, The Gardiner Museum. Toronto is also home to several professional design organizations, such as the Association of Chartered Industrial Designers of Ontario (ACIDO) and the Association of Registered Interior Designers of Ontario (ARIDO), as well as a growing number of new media resources and events.

6.2.3 Computer Resources

Information technology at OCAD University is in line with the standard for services provided across the Ontario post-secondary system including online registration and access to student information, student and faculty email, learning management systems, web services including blogging, wikis, collaboration software and web conferencing, wireless networks, smart classrooms, computer studios or commons, digital libraries, networked printing, storage and file transfer.

Areas of specialization and focus in IT support and services at OCAD U include mobile technologies and laptop programs, high end color print services, 3D rapid prototyping, digital image and video libraries, web interface design, robotics, electronics, sonic arts, digital video, photography, and holography.

There is a growing emphasis on faculty development to facilitate use of mobile and specialized technology in the studio and as a teaching tool through faculty access to laptops, dedicated facilities, training and specialized resources. Faculty and students have access to software tutorials through www.lynda.com. Lynda.com provides comprehensive and in-depth video tutorials for digital media software and techniques.

The University has an established Information & Communication Technology Governance (ICTG) framework and Steering Committee and an IT Project Management Office to enable project implementation, institutional planning and strategic prioritization for use of technology in support of research, academic programs and administrative requirements.

Recent Accomplishments

In 2010 OCAD University conducted a comprehensive assessment of technological infrastructure to support institutional research and academic programs. As an outcome the

University invested significantly in network infrastructure, both wired and wireless, to connect the expanding OCAD University campus including installation of optical fibre to build capacity for research and academic programs and external collaboration. Also as an outcome of the technology assessment a significant investment was made to expand data centre compute, storage and back up capacity by 300% through the successful completion of a data centre and infrastructure expansion project. The data centre project ensures N+1 redundancy for all critical mechanical and electrical components and capability for 99.749% availability for all services, a major milestone in the advancement of the technological infrastructure at OCAD University, providing a critical foundation in realizing strategic objectives over the coming years.

In fall, 2012 OCAD U replaced the institutional Learning Management System (LMS), moving from a home grown solution to Instructure's CANVAS platform. The new LMS provides integration with a range of collaborative tools including Google Apps for Education, which the University moved to for student email and calendaring in 2011, providing major enhancements and services for student communication and collaboration. The new LMS will be a key component of OCAD U's technological roadmap along with the plan to continue to integrate and implement relevant and appropriate cloud based services.

The CANVAS LMS was also implemented to support distance learning and blended learning models through collaboration with the OCAD U Centre for Innovation in Art & Design Education (CIADE) and the Library. Prioritized in the OCAD U strategic plan, thirty five courses are planned to be fully online by 2016 – 2017.

OCAD U's highly successful mobile computing program continues to expand, with 2,800 students participating in 2012/2013. The mobile computing program is expected to be adopted as a campus wide student computing model in support of the University's new Strategic Plan.

A student advising module and faculty grade book have been developed to help ensure student academic success and create efficiencies allowing more capacity for student focused support and services.

2012/13 Priorities

In January, 2012 OCAD U's Enterprise Resource Planning (ERP) Steering Committee signed the project charter for Project Chroma, a multi-year project to replace the University's legacy

student information system, finance and human resources systems. A solution selection process is underway with implementation anticipated to start in summer, 2013. This project will advance the level of service and access to information for students and faculty and modernize institutional workflows and reporting capabilities. Project Chroma also includes implementation of a new Identity and Access Management System (IAMS), a student, staff and faculty portal and an Electronic Records Management System (ERMS).

Prioritization of other IT initiatives in support of the OCAD U Strategic Plan will be undertaken with key projects developed to address new specializations, the Accessibility for Ontarians with Disabilities Act (AODA), ongoing investment in digital infrastructure, mobile technologies, digital libraries and technology enabled curriculum delivery and support.

Digital Media Research & Innovation Institute (DMRII)

As a result of \$9 million received from the Ministry of Research and Innovation, OCAD U has created the Digital Media Innovation Institute (DMRII). The DMRII is the research and incubation component of OCAD U's overarching Digital Futures Initiative. The DMRII is in ongoing development, and features state of the art technology that is seamlessly integrated to enable cross-disciplinary research, outreach and commercialization activities within a highly collaborative context. The DMRII houses multiple integrated labs dedicated to investigation and research in areas such as advanced data visualization, motion capture, haptic technologies, mobile platforms, screen based technologies, immersive and ambient environments, sensor technologies and social media and collaborative systems.

The DMRII provides Ontario with a competitive capability in digital media that will bring together design, computer science, art and engineering. Its mandate will be to meet the need for a dynamic, sophisticated laboratory/incubator environment capable of leveraging the power of digital media to develop new solutions, products and business models for the fast-paced global digital market place.

Beyond 2012/13

As OCADU continues to move towards a student ownership model for computing and software, resources will be focused on providing access to more specialized facilities and technologies including high end capture and output, interactive display technologies. Re-purposing or upgrading of existing facilities will be ongoing as basic technologies change, relying on a more

compact form factor for communication and personal computing with an emphasis on mobility and integration of service delivery through hand held devices. Topics related to discreet computing, such as wearable technologies and responsive environments, will continue to be developed. Responsive capture technologies for input, prototyping and 3D print facilities will be integrated with fabrication or analog studios. High definition production and post-production facilities for gaming, digital video, animation, and audio (with an emphasis on broadcast or real time collaboration over high-speed networks) will complement student off line mobile production or performance. An increased emphasis on web development, content creation and delivery on a range of platforms and virtual environments to facilitate learning, collaboration, and leadership in the global art and design community will be essential.

Emphasis on collaboration with partners in the public and private sector will be critical for both academic programs and research; technology will serve as the facilitator or catalyst for these collaborations.

The planned growth of facilities for dedicated research and graduate studies will provide an opportunity to design an environment that fully integrates technology as a ubiquitous facilitator for studies in art and design, research and collaboration. As the entire University community integrates personal computing devices throughout the campus in a wide range of studio, classroom, lecture and virtual and physical learning and social spaces OCAD U will function as a living laboratory for advanced application development, inclusive interface and interaction design and serve as a model and incubator for the creative and real world adoption of technology in the 21st century.

6.2.4 Space: Classrooms and Seating Capacity

Studio, classroom, research, exhibition, office and student work space at OCAD U is currently distributed among twelve buildings along the McCaul Street corridor in downtown Toronto: 100 McCaul (OCAD U's main building, which includes the Sharp Centre for Design), 49, 51, 113 and 115 McCaul, as well as 285 Dundas Street W., 122 St. Patrick Street and 205 Richmond Street W. In March 2010, OCAD U acquired 230 and 240 Richmond Street W., bringing the total campus to twelve buildings, although 230 and 240 will be largely occupied by commercial tenants until 2014/15. OCAD U continues to actively pursue several options to acquire new space for undergraduate and graduate studies, as well as new research activities, including the purchase and/or construction of new buildings.

OCAD U submitted its Capital Master Plan, 2008-2013, to the Ontario Ministry of Training, Colleges and Universities in September 2008. However, the global economic crisis began almost immediately thereafter, and the Federal and Provincial governments turned their attention away from long-term capital planning in favour of short-term, stimulus spending on “shovel-ready” projects. At the end of June 2010, OCAD U submitted a refreshed master capital plan to the provincial government, which called for three new buildings, as well as extensive refurbishment of 100 McCaul. These additional facilities would provide new undergraduate and graduate learning environments including smart classrooms, seminar space, and lecture halls; fabrication studios, 2D and 3D research and creation studios; a dramatically expanded library; new galleries and exhibition environments; and digital media research and teaching laboratories. They would also bring OCAD U up to the Ontario university system average, in terms of space per student as per COU guidelines.

An updated space needs and plan for the Honours BA program may be found in Appendix XXVIII. This identifies space redevelopment plans for 205, 230 and 240 Richmond (at Duncan) that will benefit the new program over the next five years. It also highlights the planned Mirvish-Gehry project at King and Duncan that could result in 25,000 square feet of new space for OCAD University.

6.3 Resource Renewal and Upgrading

Under the aegis of OCAD’s Vice-President of Finance and Administration, the Department of Facilities Management & Planning (FMP) in concert with the Department of Information Technology takes responsibility for all required maintenance and upgrades of OCAD’s physical plant. FMP also retains a standing list of deferred or unfunded departmental requests from the previous year(s). Under the aegis of the Vice-President Academic, requests for Furniture, Fixtures and Equipment (FF&E) specifically for curriculum delivery and support are prioritized and funded. The Library Director, Visual Resources Manager, IT Director, and Studio Managers, and Deans take responsibility for ensuring curricular needs are identified and collated, and that requests for FF&E support are submitted annually. The bulk of Library and Visual Resources acquisitions and licenses, and of annual hardware and software purchases and licensing are funded through operating budgets in these units. See the Library Resources Report in Appendix XXV and the IT Services Plan in Appendix XXVI for details.

6.4 Support Services

OCAD University offers a wide array of support services for students. Our Student Affairs unit, led by a new Associate Vice-President since 2011, consists of a Health & Wellness Centre, Centre for Students with Disabilities, Financial Aid and Awards Office and Campus Life, including Career Services, Experiential Learning and the International Student Office. The AVP Student Affairs has also taken responsibility for Admissions, Recruitment and Retention; the Office of the Registrar, and Student Advising in an effort to better integrate the student experience.

Support Service	Service Description
Student Services	
<ul style="list-style-type: none"> Health & Wellness 	Our health and wellness centre provides personal counseling and urgent care services.
<ul style="list-style-type: none"> Centre for Students with Disabilities 	Our Centre for Students with Disabilities provides services to students with documented disabilities, such as learning disabilities, attention deficit disorders, medical, psychiatric, mobility, hearing and vision disabilities. Services include learning disability assessments, learning skills development workshops, and advocacy.
<ul style="list-style-type: none"> Financial Aid & Awards Office 	The staff in the Financial Awards office advise students with respect to their financial situation, provide referrals to the appropriate financial assistance programs, and assist students with securing the resources required to meet their post-secondary education costs.
<ul style="list-style-type: none"> Campus Life 	Campus Life provides a range of services including career services, international student services, job board, student mentor program, and housing information to mention a few.
<ul style="list-style-type: none"> Academic Advising 	Academic advising is provided by the Chairs of each program and by Student Advisors who will be located in a centralized location as of the end of January 2013.
Alumni Services	Alumni Services maintains contact with recent graduates and provides them with information about career services, programs to further their education (degree completion, postgraduate certificates), library access, social events and OCADU publications.
Residences	Although OCAD does not have a student residence, accommodation arrangements enable student access to off-

	campus housing services at the University of Toronto and Ryerson University.
Student Government	The student union (OCADSU) serves as a liaison to faculty, administration, and government and provides a range of services and activities.
Technology and Media Services	The OCADU store for computers, software, books and office supplies offers educational pricing for students, staff and faculty
Writing & Learning Centre	The Writing & Learning Centre provides assistance with writing for students including special services for ESL students, face-to-face and remote tutoring via Internet programs (e.g. Skype) and thesis tutoring.

6.5 Faculty

6.5.1 Overview

OCAD U's Visual and Critical Studies faculty work across media, incorporate multiple cultural perspectives, and directly participate in the full range of art and design world roles. Among art and design programs in Canada, OCAD U possesses a faculty of exceptional focus in the areas of Contemporary Art History, Design History, and Media & Digital Studies. In the past decade, the Faculty of Liberal Arts & Sciences has updated traditional areas of strength, expanded expertise in new media and contemporary practices, broadened faculty perspectives and approaches (especially with regard to cultural diversity), built research capacity, and imported experience in graduate education.

The faculty in the Visual and Critical Studies program already possess diverse areas of concentration and expertise. Besides the conventional artistic media of painting, photography, video, sculpture, installation, performance, architecture and public art, the faculty's interests also include emerging and hybrid practices that interweave art with science, sociology, cultural studies, anthropology, and other research disciplines. A second strength pertains to the faculty's range of theoretical perspectives on visual studies, such as feminism, queer theory, postcolonialism, and critical theory, along with an interest in particular issues relevant to artistic practice, such as activism, environmentalism, and globalization. Diversity is a third major strength of the OCAD U program. Faculty not only represent a Canadian perspective

(Indigenous, English and French), but also multiple cultural viewpoints, including Latin American, South Asian, Australian, Korean/East Asian, Black Atlantic, as well as European, and American. Recent hires in Aboriginal (now Indigenour) Visual Culture (practice and criticism) provide further expertise in this burgeoning field.

Given the flux and diversity of contemporary art, media and design, it is necessary that faculty involved in the study of these fields supplement their theoretical and historical practices with activities that engage directly with artists and exhibiting institutions. Complementary activities such as writing criticism, curating, editing, organizing conferences, and serving as board members of journals, artist-run centres and other art institutions add a hands-on element to the traditional tasks of the academic. Faculty members are leaders in their respective fields and undertake research, present public lectures, and publish findings and analyses in single-authored books, anthologies and exhibition catalogues. The faculty also maintain a high profile in writing articles and reviews for the popular art and design press – where vital, up-to-the-minute discussions of artistic practice takes place – such as *Art News*, *Art Papers*, *Art World*, *Border Crossings*, *C Magazine*, *Canadian Architect*, *Canadian Art*, *Fuse*, *Leonardo*, *Muse*, *Prefix*, *Public*, and *Walrus*, along with broadcast venues such as CBC Radio. While peer-reviewed journals focusing specifically on contemporary art are relatively few in number, the faculty do also publish more rigorous analyses in scholarly journals with an art historical or interdisciplinary mandate, such as *Angelaki*, *Art Bulletin*, *Art History*, *Art Journal*, *Assemblage*, *Canadian Journal of History*, *Design and Culture*, *Gastronomica*, *Journal of Art Research and Critical Curating*, *Journal of Canadian Art History*, *Journal of the History of Modern Art*, *Journal of Religion and Culture*, *Material History Review*, *Oxford Art Bulletin*, *Performance Research*, *RACAR*, *Space and Culture*, *Third Text*, and *Winterthur Portfolio*. Both popular and peer-reviewed journals are essential for the discussion and dissemination of ideas on contemporary art, media and design.

6.5.2. Enrollment Projections and Staffing Implications

The following tables indicate the anticipated enrollment and hiring needs for the Honours BA.

Year	Cumulative Enrollment			**Cumulative Full-time Faculty Equivalents(FTE) Liberal Arts & Sciences	***Cumulative Full-time Faculty Equivalents (FTE) Studio Art/Design	Ratio of Full-time Students/Full-time Faculty
	New	*Internal / Retained	Total			
1		10	10	0.32	0.12	Lecture 50:1 Studio 21:1
2	30	35	65	2.08	0.77	Lecture 50:1 Studio 21:1
3	60	85	145	4.64	1.73	Lecture 50:1 Studio 21:1
4	90	147	237	7.58	2.82	Lecture 50:1 Studio 21:1

**LS teaching load = 5

LAS component = 80%

***Studio teaching load = 8

Studio component = 20%

Student Year	Year 1	Year 2	Year 3	Year 4
	2013/14	2014/15	2015/16	2016/17
1		30	60	90
2	10	25	52	79
3		10	23	47
4			10	21
	50	65	145	237

*Internal second-year transfers = 25/year

Retention = 90%

6.5.3 Required Credentials and Hiring Plan

In the Faculty of Liberal Studies the normal required credential for a new hire is the PhD in hand or very near completion (ABD). There are a few exceptions to this rule. Specialists in Design Studies come both from Art History and Architecture programs; in the former the PhD is the terminal degree, in the latter, the M.Arch. In the new field of Aboriginal Visual Culture, where history, theory and practice are tightly interwoven, we have hired both an MFA and a PhD candidate. The terminal degree in Creative Writing is the MFA. All of these specializations are

at home in Liberal Arts & Sciences. The percentage of core faculty (Visual & Critical Studies) who hold a terminal degree, not including ABDs, is 87%. Of non-core faculty (Liberal Studies breadth), the percentage is 90%.

Although there have been quite a number of new hires in the Faculty of Liberal Arts & Sciences over the past ten years, tenure-track hiring has not kept pace with enrolment growth and even full-time limited-term appointments have been scarce. As a result, a rather high percentage of courses are taught by sessional instructors. The criteria for hiring sessional faculty is the same as for tenure-track.

The Faculty of Art and Faculty of Design have also undergone considerable faculty renewal over the past ten years, accomplished both through new hires, where the MFA and MDes are the preferred degrees, and through credential upgrade of tenured faculty. A large number of OCAD's studio faculty, who held permanent positions at the time OCAD became degree-granting in 2002, had attained sufficient stature in their art or design practices to be considered the equivalent of today's MFA or MDes graduates, and the majority of these remain actively engaged in the local, national and international art/design scenes and continue to exhibit, garner commissions, and win awards.

A list of all 2012-2013 faculty in the Faculty of Liberal Arts & Sciences may be found in Appendix XIII. The Faculty's Hiring Plan for 2011-2015, including an accounting of hires since the 2010-11 submission, is located in Appendix XVII. Lists of all 2012-2013 faculty in the Faculties of Art and Design or School of Interdisciplinary Studies who teach courses associated with this degree program may be found in Appendices XIV, XV, and XVI.

6.5.4 Annual Reports and Performance Reviews

OCAD U promotes quality teaching through its collective agreement with faculty and through faculty evaluation policies. Each instructor is required to submit an Annual Report summarizing his/her contributions and accomplishments in teaching and teaching related responsibilities, in professional practice/research, and service.

The Faculty Performance Review policy ensures performance reviews are conducted on a regular basis to review and assess overall performance and to identify and develop recommendations concerning performance issues and/or professional development to ensure

adherence to standards and expectations with regard to teaching and teaching-related responsibilities, professional practice/research, and service. These Reviews also recognize contributions that exceed or significantly exceed expectations with merit increments above the standard one-step PTR. These processes are described in Article 24 of the Memorandum of Agreement (MOA) with the Faculty Association (OCADFA). The full MOA may be accessed at www.ocadu.ca/about_ocad/human_resources/labour_relations.htm.

6.5.5 Tenure and Promotion

Article 24 of the MOA also outlines the Peer Review process for promotion and tenure. OCAD U has also developed, through joint discussions with OCADFA, a set of Tenure and Promotion Guidelines to help faculty and their peer reviewers through the process. Please see Appendix XXVII.

6.5.6 Professional Development

OCAD University supports faculty professional development in a number of ways. Throughout the year the Office of the VP Academic provides workshops and presentations on topics of interest. This year OCADU offered a two-day Teaching Preparation Workshop to new faculty and teaching assistants in addition to the traditional one-day faculty orientation day.

The MOA indicates that eligible faculty members may access, against receipts, up to \$500 per academic year for professional development expenses. In addition, eligible faculty may apply to the Professional Development Opportunity Fund for up to \$2,000 to support research or teaching-related projects. Applications to this fund are reviewed twice per year by the Professional Development Committee.

The Sabbatical Policy supports tenured faculty in their pursuit of new research and professional practice as scholars and/or art or design practitioners, in relation to their responsibilities to OCAD University. Sabbatical applications require a well-developed project, supported by the faculty member's dean; all sabbatical applications must be approved by the Professional Development Committee. For further details, please see the MOA, Article 21. www.ocad.ca/about_ocad/human_resources/labour_relations.htm.

6.5.7 Faculty Availability to Students

All Liberal Arts & Sciences faculty schedule regular office hours (a blend of in-person and online or email office hours); they are asked to be available in person a minimum of one hour for each course they are teaching in a given term. Most faculty are in fact quite generous with their time, both in person and via email.

6.6 Curriculum Vitae Release

OCAD University has on file and available for inspection, from all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their curriculum vitae in any documents/web sites associated with the submission, review, and final status of the program application.

The CVs of faculty who have refused or failed to sign the CV release have been pulled from this brief.

6.7 Curricula Vitae of Faculty Assigned to the Honours BA

The CVs of all faculty in the Faculty of Liberal Arts & Sciences are contained in Appendix XVIII.

The CVs of faculty in the School of Interdisciplinary Studies are contained in Appendix XIX.

The CVs of faculty in the Faculty of Art who teach courses in either first-year studio or courses included in one of the Faculty of Art pathways are contained in Appendix XX.

The CVs of faculty in the Faculty of Design who teach courses in either first-year studio or courses included in the Faculty of Design suggested list of courses are contained in Appendix XXI.

SECTION 7: CREDENTIAL RECOGNITION STANDARD

7.1 AUCC and COU Membership

OCAD has been an associate member of the Council of Ontario Universities since before it became degree-granting in 2002; that is, the institution has been recognized as part of the university system in Ontario. In 2005 OCAD proceeded through the extensive review required for membership in the Association of Universities and Colleges of Canada (AUCC). Although AUCC is not an accrediting body, membership is a criterion of some Ontario universities or departments for acceptance of transfer credit or admission to a graduate program.

7.2 Program Design

The program design of the Honours BA in Visual and Critical Studies is expected to facilitate credit transfer and credential recognition by other post secondary institutions based upon the content and academic rigour of the program, the expertise of the faculty, and the recognition OCAD programs and courses already received from universities in Canada.

Many of OCAD U's BFA and BDes graduates, whose programs included a minimum of 25% in the Faculty of Liberal Studies, have been accepted into Master's programs not only in studio art and design, but also in art history and criticism/curatorial studies. Others have been accepted into B.Ed programs. With this latter career path in mind, the Faculty of Liberal Arts & Sciences developed Second Teachables in English and Social Science in advance of the formal development of minors at OCAD.

Indeed issues of transferability and equivalence of credit are key to OCAD U curriculum planning and approval to facilitate the success of our graduates. Every effort is made to ensure that courses are commensurate with undergraduate instruction (both at the lower and upper levels) at other postsecondary institutions. The majority of Liberal Arts & Sciences faculty have taught at other universities in Ontario and elsewhere, and therefore bring a broad perspective on the standards of undergraduate curriculum.

In the process of designing the Honours BA in Visual and Critical Studies, the BA Development Committee reviewed comparable programs at other universities in Ontario and at

art and design institutions across Canada and in the US. Please see the survey results and chart of comparable programs on pp. 33-34. The committee and Liberal Arts & Sciences Curriculum Committee also consulted with members of the Faculties of Art and Design and their students, both informally and through formal approval channels, notably Senate and its committees, which include student representatives from all Faculties.

A Program Advisory Committee has been established and recently expanded with representation from other universities as well as from industry (film producer, gallery director, curators, graphic designers). Recommendations from the Advisory Committee are reflected in various aspects of this brief. Please see page 31 for more information about the constitution of the committee and their motion of support for the program.

7.3 Letters of Support

OCAD University has approached several universities in Ontario concerning recognition of the Honours BA in Visual and Critical Studies. The following universities/programs have indicated that they would recognize the credential for admission to graduate studies (copies of the 2010 letters are attached here):

- Department of Art, Queen's University (Clive Robertson, PhD, Acting Head)
- Graduate Program in Cultural Studies, Queen's University (Susan Lord, PhD, Acting Director)
- Visual Arts Department, University of Western Ontario (Bridget Elliott, PhD, Graduate Chair)
- Department of Art, University of Toronto (Elizabeth Legge, PhD, Chair /Robert Baker, Vice-Dean, Research and Graduate Studies)



DEPARTMENT OF ART

Queen's University
 Kingston, Ontario, Canada K7L 3N6
 Tel: 513 533-6166
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Kathryn Shailer, PhD
 Dean, Faculty of Liberal Studies
 OCAD University
kshailer@ocad.ca
 416-977-6000, Ext. 318

September 30, 2010

Dear Kathryn:

Thanks for sending the Executive Summary of the Postsecondary Education Quality Assurance Board (PEQAB) submission.

The Department of Art is pleased to recognize OCAD University's proposed Honours BA in Visual and Critical Studies as prerequisite for graduate study in our Department. In the recent past we have accepted similar students from NSCAD University, students who have successfully completed their Masters and/or Doctorates in Art History.

Hoping there can be further collaborations between our two institutions.

With best wishes.

Clive Robertson, Ph.D, MFA
 Acting Head, Department of Art
 613 533 6000 ext 77351
cr16@queensu.ca

ccopy: Dr. Sara Diamond, President, OCADU; Dr. Cathie Krull, Associate Dean, Faculty of Arts and Science; Dr. Cathleen Hoeniger, Undergraduate Chair, Art History; Dr. Una D'Elia, Graduate Chair, Art History

Dear Kathryn.

Sorry, this slipped by without comment.

Yes, in the Graduate Program of Cultural Studies at Queen's University we would recognize OCAD's proposed BAH in Visual and Critical Studies. It is a solid program and would be a wonderful foundation for a Cultural Studies graduate degree.

Would you like this on letterhead with a signature?

All the best. And best of luck with this new adventure!

Susan
Susan Lord, Ph.D.,
Acting Director,
Graduate Program in Cultural Studies

Associate Professor
Department of Film and Media
Queen's University
Kingston, ON K7L 3N6
susan.lord@queensu.ca
613-533-6000 x77019

Dear Kathryn,

Please forgive my delayed response. It's been incredibly hectic here and I needed to consult with my colleagues, some of whom have been away. We could only just convene a Graduate Committee meeting last week.

This e-mail is to confirm that we would be willing to accept graduates from your proposed BA in Visual and Critical Studies should they have a grade point average of at least "A-" over the past ten full course equivalents in your program and meet any other admission requirements that might be set by our graduate admissions committee in any given year.

I wish you the very best in applying for program approval.

All the best,

Bridget

Bridget Elliott, PhD
Professor and Graduate Chair
Department of Visual Arts
John Labatt Visual Arts Centre
The University of Western Ontario
London, ON N6A 5B7
telephone: 519 661-2111 X86839
fax: 519 661-2020
e-mail: belliott@uwo.ca



Office of the Dean

12 October 2010

Dr. Kathryn Shailer
 Dean, Faculty of Liberal Studies
 OCAD University
 100 McCaul Street
 Toronto, ON M5T 1W1

Dear Dr. Shailer,

I am writing with respect to the suitability of OCAD University's proposed Honours BA in Visual and Critical Studies as a basis for graduate study in an appropriate field at the University of Toronto. Of course every applicant to graduate studies is assessed on their individual merits and we cannot comment on the admissibility of every applicant from a recognized institution.

However, according to our review of the material you provided, prospective applicants in all three degree fields (Art History, Design Studies, and Media & Digital Studies) are generally considered admissible into a graduate degree program at UoT, contingent upon program affinity and a graduate unit admissions committee review of a completed application.

I note that every distinct degree from a recognized institution must meet our 75% liberal arts and science requirement and, normally, studio requirements are not considered a part of liberal arts and science content. However, all three of the proposed fields have sufficient electives that, if the appropriate courses were chosen, an individual could have a sufficient number of credits equivalent to the UoT liberal arts and science content requirement. Also, we are willing to consider strong non-standard applicants brought forward for consideration by the admitting graduate unit.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert L. Baker".

Robert L. Baker
 Vice-Dean, Research & Graduate Programs

cc: Professor Elizabeth Legge, Chair, Department of Art
 Professor Elizabeth Smyth, Vice Dean, Programs, School of Graduate Studies
 Ms. Heather Kelly, Director, Student Services, School of Graduate Studies

12/10

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SECTION 8: REGULATION AND ACCREDITATION STANDARD

This section does not apply to the Honours BA in Visual and Critical Studies.

SECTION 9: NOMENCLATURE

The Faculty of Liberal Arts & Sciences is responsible for all Visual Culture courses (general Visual Culture survey courses and theory, Art History and Theory, Design History and Theory, Media Studies and Theory (including Digital Art). Art History is traditionally housed in a Faculty of Arts and the study of art, as opposed to the practice, would normally lead to a Bachelor of Arts degree rather than a Bachelor of Fine Arts. The same may be said of the study of newer variants of art and its culture: graphic design, industrial design, material arts, visual media, new media art, film, video, gaming, *inter alia*. One finds programs that incorporate all these names in various ways at various institutions. Among OCAD U's sister independent art and design schools, however, one finds greater consensus regarding use of the more encompassing name, Visual and Critical Studies, to describe the discipline today.

Please see Section 2: Degree Level Standard for a justification of the "honours" designation.

OCAD University is therefore proposing a Bachelor of Arts (Honours) in Visual and Critical Studies.

SECTION 10: PROGRAM EVALUATION STANDARD

10.1 OCAD U, COU, UPRAC and IQAP

OCAD U has participated since 2006 in the Council of Ontario Universities' periodic program review process, initially through the Undergraduate Program Review Audit Committee (UPRAC) of the Ontario Council of Academic Vice-Presidents (OCAV) and more recently through the Ontario Universities Council on Quality Assurance.

The Honours BA in Visual and Critical Studies was initially developed under the Policy and Procedures for New Program Development at OCAD as outlined in the UPR Policies and Procedures. OCAD's first institutional audit by UPRAC occurred in the spring of 2010 and the recommendations of the UPRAC report have been incorporated in OCAD U's new combined undergraduate and graduate program Institutional Quality Assurance Process (IQAP) which has been in effect since 2011 (please see Appendix XXIX-B). The Honours BA program will be reviewed under the new IQAP.

SECTION 11: ACADEMIC FREEDOM AND INTEGRITY STANDARD

11.1 Academic Freedom

OCAD University maintains an atmosphere in which academic freedom prevails and in which students and academic staff are expected to display a high degree of intellectual independence. The academic activity at OCAD University is supported by policies, procedures, and practices that meet PEQAB's benchmarks for Academic Freedom and Integrity.

OCAD University endorses the Statement on Academic Freedom and Institutional Autonomy as adopted by the Association of Universities and Colleges (AUCC). This endorsement appears as Article 5 of the MOA where the Agreement is attached as an Appendix; the statement is also published in the OCADU Faculty Handbook. .

Endorsement

- 5.1.1 The Parties endorse the "Statement on Academic Freedom and Institutional Autonomy" as adopted by the Association of Universities and Colleges of Canada ("AUCC") on May 5, 1988, and attached to this Agreement as Appendix A.
- 5.1.2 The Parties shall uphold and protect the principles of academic freedom.
- 5.1.3 Academic freedom is essential to the teaching function of the university, as well as to the creative and scholarly pursuits of the faculty, academic staff, other staff, and students. This includes a commitment to unfettered intellectual and aesthetic inquiry and judgment and to the provision of those textual, audio, and visual resources necessary to free inquiry and practice. Academic freedom includes: the right of responsible teaching from a subjective point of view; the right to freedom of creative practice and expression; and the right of dialogue, discussion, debate and criticism in the exercise of professional responsibilities including those referred to herein.

11.2 Academic Integrity

OCAD University's Academic Misconduct Policy for Undergraduate and Graduate Students seeks to demonstrate the University's concern for academic dishonesty and to guarantee a fair procedure for resolving complaints of academic misconduct. See Section 5.2.8 above; the full policy is contained in Appendix XXIX-A.

Faculty members are informed about university policies pertaining to academic freedom and integrity in a number of ways. OCAD University policies are typically included in faculty orientation sessions, appear on the OCAD University website, in the Memorandum of Agreement (MOA), in the Faculty Handbook, in professional development activities, and in internal communications published by the VP Academic's Office. OCADU provides resources to help faculty promote academic honesty through the services of the Writing & Learning Centre, and Library resources.

Regulations concerning academic honesty are published in the OCAD University website and on course outlines. OCAD University ensures compliance with policies pertaining to academic honesty by offering students assistance with maintaining academic integrity through the course instructor, library resources, and the Writing & Learning Centre where students learn how to avoid plagiarism in academic writing.

11.3 Non-Academic Misconduct and Respectful Learning and Workplace Environment

OCAD University has two companion policies, one pertaining primarily to students and the other primarily to faculty and staff. Both are designed to “develop and support a respectful work and learning environment that values and promotes principles of diversity and inclusion, and one that does not tolerate discrimination, harassment and/or bullying.” The latter policy includes provisions for training and an awareness campaign. The Non-Academic Misconduct Policy is contained in Appendix D, the Respectful Learning and Workplace Environment Policy is in Appendix C. An additional policy regarding Response to Violent or Threatening Behaviour, was developed by Campus Services & Security to promote and ensure the physical safety of the OCADU community (see Appendix XXIX-C+D).

11.4 Intellectual Property Policy

OCAD University negotiated a new Intellectual Property Policy with the OCAD Faculty Association in 2011. It addresses all aspects of academic research and intellectual property creation, as well as collaborations with third parties outside the definitions of faculty member, academic administrator, student and OCAD U. This policy is contained in Appendix XXIX-G.

11.5. Research Administration and Research Ethics

OCAD's Research Services Office ensures that the university upholds ethical research standards and adheres to the requirements of the Memorandum of Understanding between

OCADU and the Tri-Councils in terms of research activities. OCAD University's policy on research ethics, developed in 2008 and approved by Academic Council, includes policy and procedures that are based on the "Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans" developed by the Medical Research Council (MRC), the Social Sciences and Humanities Research Council (SSHRC), and the Natural Science and engineering Council (NSERC). A companion document, OCAD's Policy on Research Administration, provides guidance to faculty members on the administration of research funds and activities at the institution. Both policies may be found in Appendix XXIX-F.

11.6 Copyright

OCAD University makes students and faculty aware of copyright in multiple ways. A link to OCAD U's agreement with Access Copyright is published on the opening page of the OCAD U's learning management system (Canvas) and on the Library website (www.ocadu.ca/library/about_ocad_library_policies.htm). However the constant changes to and differing interpretations of copyright legislation make this both an important and difficult topic. OCAD's reference librarians provide regular workshops on copyright for both faculty and students.

University agreements with Access Copyright are in the process of changing; the AUCC has drafted a working paper regarding "fair dealing" which will be circulated to faculty in the coming months. Liberal Arts & Sciences Faculty Council has and will continue to dedicate meeting time to discussion of copyright and "fair dealing," in particular with regard to student access to digitized supplementary course materials.

SECTION 12: STUDENT PROTECTION

12.1 Public Information

OCAD University values and upholds integrity and ethical conduct in its relations with students and meets benchmarks for Student Protection. The current academic calendar and promotional materials convey that OCAD University values and upholds integrity and ethical conduct in its relations with students. Information is published on the OCAD University website located at www.ocadu.ca and updated regularly. The following table indicates the location of documents.

Academic Calendar Information

Website Location	Information
www.ocad.ca/about_ocad/overview/hisotrical_summary.htm	OCAD University's Mission and Goal statements
www.ocad.ca/programs.htm	Undergraduate and Graduate Studies: general information and link to current and archived course calendars
www.ocad.ca/about_ocad.htm	About OCAD: accountability, administrative policies, campus overview & history, governance, strategic plan
www.ocad.ca/students/student_policies/academic_policies.htm	Degree program descriptions, course descriptions, dates & deadlines, academic policies and regulations
www.ocad.ca/students/records_registration/course-calendar/1011.htm	Course calendar
www.ocad.ca/faculty.htm	Academic credentials of faculty
www.ocad.ca/students/htm	Student resources: <ul style="list-style-type: none"> - Academic Advising - Academic Integrity - Dates & Deadlines - Student Policies - Technology & Media Services - Writing & Learning Centre - Centre for Students with Disabilities

12.2 Student Recruitment

OCAD's Office of Admissions and student recruiters work closely with the Marketing and Communications Department to ensure that all recruitment materials, whether print or on-line, adhere to the highest standards of fair and accurate representation when presenting information about OCAD University.

OCAD's recruiters are primarily former students who know the institution well and know the importance of accurate information from the standpoint of a prospective student.

Letters of admission to OCADU include a full package of information for students and their families, including notification of costs associated with laptop programs in the Faculty of Design. Fees associated with laptop programs (computer hardware, software, etc.) are posted on the OCADU website (www.ocadu.ca/Page910.apx).

12.3 Student Policies, Procedures, and Regulations

In addition to a package of print materials and direction to the OCAD website for further information, newly admitted students are invited to campus in late June and July for special orientation activities, including information, advising, and assistance with registration. With the proliferation of social networking and its popularity with high school and university students, OCAD's Campus Life Office has experimented recently with using Facebook and Twitter for conveying some orientation information. A virtual orientation online has also been introduced for students who can't make it to campus until classes begin. Just prior to fall classes a second set of orientation activities acquaint students with life at OCAD, including its various policies, procedures, and regulations. OCAD also has a strong mentoring program for new students: upper class student mentors are assigned to incoming students. Despite all the virtual activities and social networking, the in-person appeal of learning the ropes from a mentor remains highly compelling.

OCAD UNIVERSITY
Undergraduate Degree Level Expectations

OCAV	OCAV	OCAD
<p>Baccalaureate/Bachelor's Degree <i>This degree is awarded to students who have demonstrated:</i></p>	<p>Baccalaureate/Bachelor's Degree: Honours <i>This degree is awarded to students who have demonstrated:</i></p>	<p>Bachelor of Fine Art/ Bachelor of Design/ Honours Bachelor of Arts <i>This degree is awarded to students who have demonstrated:</i></p>
<p>1. Depth and Breadth of Knowledge</p> <p>a) a general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</p> <p>b) a broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</p> <p>c) an ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</p>	<p>1. Depth and Breadth of Knowledge</p> <p>a) a developed knowledge & critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</p> <p>b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</p> <p>c) a developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline</p>	<p>1. Depth and Breadth of Knowledge</p> <p>a)i) (experiential knowledge and technical competence) developed knowledge and technical skill sets required for professional art and/or design practice, particularly in the student's specialized field of practice (major)</p> <p>a)ii) (history and theory) developed knowledge and critical understanding of the key concepts, methodologies, theoretical underpinnings, historical and contemporary approaches as they apply to both discipline based and cross disciplinary art and design practices</p> <p>b) (contemporary practice in a discipline) A developed understanding and awareness of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective and how the fields may intersect with related disciplines.</p> <p>c) (analytical and problem-solving skills) A developed ability to: i) gather, review, evaluate and interpret information; and ii) develop and compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline.</p>

<p>d) some detailed knowledge in an area of the discipline</p> <p>e) critical thinking and analytical skills inside and outside the discipline</p> <p>f) the ability to apply learning from one or more areas outside the discipline</p>	<p>d) a developed, detailed knowledge of and experience in research in an area of the discipline</p> <p>e) developed critical thinking and analytical skills inside and outside the discipline</p> <p>f) the ability to apply learning from one or more areas outside the discipline</p>	<p>d) (research experience) a developed, in depth knowledge of and experience in research (both evaluative, including practice based, and iterative) in an area of the discipline.</p> <p>e) (comparative critical analysis) developed critical thinking and analytical skills within and beyond the discipline</p> <p>f) (Integrated knowledge) the ability to apply learning from one or more areas outside the discipline to ones major field of knowledge</p>
<p>2. Knowledge of Methodologies</p> <p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> • evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and • devise and sustain arguments or solve problems using these methods. 	<p>2. Knowledge of Methodologies</p> <p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> • evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; • devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship. 	<p>2. Knowledge of Methodologies</p> <p>... an understanding of methods of enquiry in a context of creative activity, in one's primary area of study that enables the student to:</p> <ul style="list-style-type: none"> • evaluate the relevance of various approaches to problem solving using well established ideas and techniques; • devise and sustain arguments or problem solving processes • and describe and comment upon particular aspects of current research/practice or equivalent advanced scholarship
<p>3. Application of Knowledge</p> <p>a) the ability to review, present, and interpret quantitative and qualitative information to:</p> <p>i) develop lines of argument;</p> <p>ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and</p>	<p>3. Application of Knowledge</p> <p>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <p>i) develop lines of argument;</p> <p>ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</p> <p>iii) apply underlying concepts, principles, and techniques of analysis, both within and outside</p>	<p>3. Application of Knowledge</p> <p>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <p>i) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</p> <p>ii) apply underlying concepts, principles, and techniques of analysis, both within and beyond the discipline;</p> <p>iii) where appropriate, use this knowledge in</p>

<p>b) the ability to use a basic range of established techniques to: i) analyse information; ii) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; iii) propose solutions; and</p> <p>c) the ability to make use of scholarly reviews and primary sources.</p>	<p>the discipline; iv) where appropriate use this knowledge in the creative process; and</p> <p>b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create a new work; and</p> <p>c) the ability to make critical use of scholarly reviews and primary sources.</p>	<p>the creative process of making/practice, idiosyncratic and innovative; and</p> <p>b) the ability to use a range of established techniques to: i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create a new work; and</p> <p>c) the ability to make critical use of scholarly reviews and primary sources.</p>
<p>4. Communication Skills</p> <p>... the ability to communicate accurately and reliably, orally and in writing to a range of audiences.</p>	<p>4. Communication Skills</p> <p>... the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>	<p>4. Communication Skills</p> <p>...the ability to: a) communicate accurately in oral, written and visual form to a range of audiences; b) articulate and contextualize the meaning of art and/or design; c) articulate personal position and philosophy; d) articulate and share research findings and knowledge acquired in the creative process of art and/or design making with other practitioners and a range of audiences.</p>
<p>5. Awareness of Limits of Knowledge</p> <p>... an understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.</p>	<p>5. Awareness of Limits of Knowledge</p> <p>... an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>	<p>5. Awareness of Limits of Knowledge</p> <p>... an understanding of the limits to their own knowledge and ability, an appreciation of the uncertainty, ambiguity in the process of knowledge acquisition and production . Awareness of how this might influence analyses and interpretations. An openness to critical self-reflection.</p>

<p>6. Autonomy and Professional Capacity</p> <p>a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> • the exercise of personal responsibility and decision making; • working effectively with others; <p>b) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</p> <p>c) behaviour consistent with academic integrity and social responsibility.</p>	<p>6. Autonomy and Professional Capacity</p> <p>a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative, personal responsibility and accountability in both personal and group contexts; • working effectively with others; • decision-making in complex contexts; <p>b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and</p> <p>c) behaviour consistent with academic integrity and social responsibility.</p>	<p>6. Autonomy and Professional Capacity</p> <p>(the ability to develop and evolve further in autodidactic activity)</p> <p>a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative, personal responsibility and accountability in personal and group contexts; • working effectively with others; • decision-making in complex contexts; <p>b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study (e.g., graduate studies); and</p> <p>c) behaviour consistent with academic integrity, freedom and social responsibility.</p>
		<p>7. Social Interaction & Effective Citizenship</p> <p>a) awareness of and ability to work effectively within social political and economic contexts;</p> <p>b) understanding of and response to the broad range of ethical issues and implications in art and design practice;</p> <p>c) cognizance of health, safety and accessibility issues as they apply to art & design;</p> <p>d) cognizance of sustainability as it applies to art & design practices</p>
		<p>8. Global Perspectives</p> <p>an awareness of multiple audiences,</p>

		openness to a plurality of approaches to art & design practice, and sensitivity to cross-cultural perspectives within art & design.
		<p>9. Interdisciplinary Experience</p> <p>a) exposure to a range of disciplines/practices outside the major area of study;</p> <p>b) critical awareness of disciplinary boundaries and conventions of art & design practice;</p> <p>c) development of interdisciplinary thinking;</p> <p>d) ability to apply learning from one or more areas outside the discipline to ones major field of knowledge.</p>
		<p>10. New Technology</p> <p>a) understanding of emerging technologies (digital) and relationship to traditional (analog) technologies/practices;</p> <p>b) ability to reflect critically on the application of new technologies;</p> <p>c) understanding of the human interface with technology;</p> <p>d) capacity to continually refresh technological knowledge.</p>

APPENDIX IX

Faculty of Liberal Arts & Sciences Course Outlines

NON CORE COURSES

All courses are not offered every year; approximately 90% are.

Special Topics courses may be offered a maximum of three times before going through formal approval channels. The Faculty of Liberal Arts & Sciences uses these for new hires and special interest courses based on current faculty research. Approximately half of these have been incorporated into the standing curriculum.

New courses that have been approved by the Faculty of Liberal Arts & Sciences Curriculum Committee and ratified by the Senate Undergraduate Studies Committee, but that have not yet been offered, do not have course outlines. We have included the approved course proposal form for these courses.

ENGL: English and Creative Writing

HUMN: Humanities

LBST: First Year ENGL and Interdisciplinary

SCTM: Science, Technology and Math

SOSC: Social Sciences

FACULTY OF LIBERAL ARTS & SCIENCES

Non Core Courses FoLAS

All courses are worth 0.5 credit, unless otherwise noted.

Fall 2012 Curriculum Changes to be implemented in September 2013

NON CORE COURSES

ENGL- English

ENGL 2B01	Introduction Creative Writing
ENGL 2BXX	Introduction to Literature (new course)
ENGL 2B06	Postcolonial Literature
ENGL 2B10	Studies in British Literature
ENGL 2BXX	Research Literacy & Advanced Writing (new course)
ENGL 3B03	Children's Literature
ENGL 3B04	Science and Technology in Literature
ENGL 3B06	Studies in Canadian Literature
ENGL 3B09	Creative Writing: Poetry
ENGL 3B10	Creative Writing: NonFiction
ENGL 3B12	Creative Writing: Short Fiction
ENGL 3B13	Studies in American Literature
ENGL 3B21	Writings by Artists
ENGL 3B90	Special Topic in English: Caribbean Literature
ENGL 4B04	Diasporic Writings
ENGL 4B05	Digital Texts
ENGL 4B06	Dub, spoken Word & Performance Writing
ENGL 4B07	Graphic Novels
ENGL 4B08	Queer Literature
ENGL 4B09	Hybrid & Experimental Writing

HUMN- Humanities

HUMN 2B01	Aesthetics
HUMN 2B03	History of Medicine, Science and the Body in Western Culture
HUMN 2B04	Intro to Visual Theory
HUMN 2B05	Western Political Thought from Plato to the Present
HUMN 2B16	Twentieth Century Ideas
HUMN 2B28	Nature, Culture and the Environment
HUMN 2B29	The Culture of Science
HUMN 2BXX	Introduction to Gender Studies (revised course)
HUMN 2BXX	Computational History & Theory: Data, Science & Machines (new course)

HUMN 3B01	Reading Popular Culture
HUMN 3B02	The Romantic Rebellion in Europe
HUMN 3B05	Environmental Ethics
HUMN 3B06	Comparative Religions
HUMN 3B07	Ethics and the Visual Arts
HUMN 3B08	Ethics, Advertising and Design
HUMN 3B10	Multicultural Social Ethics
HUMN 3B11	Sexualities and Representation: Queer and Other Theories
HUMN 3B12	Aesthetics of Well Being
HUMN 3B13	STUFF: Material Culture and the Meanings of Things
HUMN 3B16	From Riel to Nationhood, A History of the Métis
HUMN 3B17	Modernism and Postmodernism
HUMN 3B19	Feminist Theory
HUMN 3B20	The Classical Tradition and its Legacies
HUMN 3B25	Imagining Nation: Canada's Cultural History
HUMN 3B91	Sound Objects: Investigation Experimental Music (Special Topic)
HUMN 3B92	Special Topic in Humanities: Extraordinary Bodies
HUMN 4B03	Existentialism
HUMN 4B04	Health and Wellness: Ethics and Cultural Politics
HUMN 4B12	Zen Buddhism and Its Culture

LBST – Liberal Studies (First-Year ENGL and Interdisciplinary Liberal Studies)

LBST 1B11	The Essay and the Argument: Mechanics
LBST 1B12	The Essay and the Argument: ESL
LBST 1B13	The Essay and the Argument: Rhetoric

LBST 1C01	LSOne, Part 1 (1.0 credits) (revised course)
LBST 1C02	LSOne, Part 2 (1.0 credits)

LBST 2C01	LS Two (1.0 credits)
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SCTM - Science/Technology/Mathematics

SCTM 2B01	Introduction to Biology
SCTM 2B02	Human Form and Function: Introduction to Anatomy
SCTM 2B03	Astronomy: An Exploration of Scales and Structures in our Universe
SCTM 2B05	Modern Physics
SCTM 2B06	Introduction to Computer Science: Logic and Coding
SCTM 2B07	Introduction to Inclusive Design
SCTM 2B10	Introduction to Psychology
SCTM 2B20	Introduction to Earth Sciences
SCTM 2B21	The Mathematics of Art and Design
SCTM 2B22	Topics in the Science of Colour
SCTM 2B91	Special Topic in SCTM: What is Time?

SCTM 3B02 Think Statistics: Data, Meaning & Analysis
SCTM 3B03 Human Factors for Designers
SCTM 3B04 Biological Principles of Sustainability

SCTM 4BXX Genomics to Genetic Engineering (new course)

SOSC - Social Sciences

SOSC 2B01 Introduction to Social Science: People and Social Worlds
SOSC 2B06 The Basics of Human-Centred Research in Art and Design

SOSC 3B02 Material Culture and Consumer Society
SOSC 3B03 Sociology of the Body
SOSC 3B04 Childhood, Families and Social Change
SOSC 3B05 Social Psychology and Consumer Behaviour
SOSC 3B06 Mental Health: Science, Culture, Society
SOSC 3B07 (Re) Writing Culture: Reflexive Ethnography in a Globalized World
SOSC 3B08 Toronto, Ontario, Kanata
SOSC 3B09 Cultural Geographies: Narrative, Landscape and Community

SOSC 4B01 Risk and Society
SOSC 4B02 Gender, Globalization and Social Change

APPENDIX VII. Program Guides for Minors

Art History**ART HISTORY (3.0 credits)**

The Art History Minor is ideal for students planning to pursue careers in studio practice either in Art or Design. More specifically, it would be an important addition for students who wish to pursue graduate studies either in art history and theory or in areas such as arts administration or teaching. The Art History minor includes a wide range of historical and contemporary art history courses. Students may choose to focus on specific areas such as contemporary art history (20th century), European art history, global art history (non-Western) or on issues in criticism and theory.

CODE	TITLE	CREDIT
Required Course:		
VISA 2B07	History of Modern Art	0.5
<i>Effective September 2013, these courses will be added as choices for required courses:</i>		
<i>HUMN 2B04 Intro to Visual Theory</i>		
<i>VISC 3B29 Methods in Critical & Visual Studies</i>		
Plus take 5 courses (2.5 credits) from the list below.		
At least 3 out of the 5 courses must be taken at the 300 or 400 level.		
ABVC 2B01	The Story of Us: Aboriginal Peoples of the Americas	0.5
HUMN 3B02	The Romantic Rebellion in Europe	0.5
HUMN 3B17	Modernism and Postmodernism	0.5
HUMN 3B20	The Classical Tradition and its Legacies (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 2B13	History of Photography	0.5
VISA 2B19	Art of Europe: The Northern Renaissance (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 2B31	History of Printing & Printmaking	0.5
VISA 2B32	Canadian Art: the Modern Era	0.5
VISA 2B33	Art of Europe: Greek to Gothic (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 2B35	Art of Europe: Renaissance to Impressionism (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 3B01	Issues in the Arts of Africa (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 3B02	Issues in Feminism and Art	0.5
VISA 3B03	Contemporary Canadian Art	0.5
VISA 3B05	Dada and Surrealism	0.5
VISA 3B06	Art of the Black Diaspora	0.5
VISA 3B07	Art of the Italian Renaissance (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 3B08	Art of Europe: Baroque and Rococo	0.5
VISA 3B09	Art after Modern Art: Conceptual Practices	0.5
VISA 3B13	Studies in Italian Art History I: Florence Program	0.5
VISA 3B14	Studies in Italian Art History II: Florence Program	0.5
VISA 3B15	Studies in Nineteenth Century Art: Goya to Courbet (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 3B26	Studies in 19th Century Art: Impressionism and Post-Impressionism (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 3B28	Latin American Art: An Historical Overview	0.5
VISA 3B30	Contemporary East Asian Art	0.5
VISA 3B37	The History and Theory of Art Criticism	0.5
VISA 3B42	Critical Issues & Ideas in Contemporary First Nations Art	0.5
VISA 3B43	Into the 21st Century: Photographic Practices, Theory and Criticism	0.5
VISA 3B44	South Asian Art and Culture: Vision of the Sacred (<i>not offered fall/winter 2012-13</i>)	0.5

APPENDIX VII. Program Guides for Minors

VISA 3B45	South Asian Art and Culture: Multiple Modernisms (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 3B47	Art and Fashion (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B01	Contemporary Latin American Art (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B02	Performance & Performativity	0.5
VISA 4B08	Studies in Post-War European Art (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B10	The Politics of Painting: Modern Art & Revolution (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B11	Improvisational Music & the Visual Arts in the Late 20th Century (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B12	Modern Korean Art & Society (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B17	Reading Images of Aboriginal People (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B20	The Senses in Artistic Practice (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B21	Arts and Cultures of Asia and Oceania (<i>not offered fall/winter 2012-13</i>)	0.5
VISD 2B01	History of Modern Design	0.5
VISD 2B10	History of 20th Century Architecture	0.5
VISD 3B01	Architecture in Canada, Past and Present	0.5
VISD 4B19	Contemporary Studies in Architecture & Design	0.5
Special Topics upon approval by Associate Deans in the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. Visit Special Topics for more information.		
Total Credits		3.0

Important Notes:

- CRCP majors may not declare Art History as a minor.
- Courses previously coded as VISC have been changed to VISA, VISD, or VISM.
- Carefully check anti-requisites to ensure you do not repeat courses.
- If you are unsure about the requirements for the minor, please make an appointment to see the Student Advisor in the Faculty of Liberal Arts & Sciences.

Students may choose to focus on these areas of study:**Contemporary/20th Century Art**

VISA 2B32 Canadian Art: the Modern Era
 VISA 3B02 Issues in Feminism and Art
 VISA 3B03 Contemporary Canadian Art
 VISA 3B09 Art after Modern Art: Conceptual Practices
 VISA 3B30 Contemporary East Asian Art
 VISA 3B42 Critical Issues & Ideas in Contemporary First Nations Art
 VISA 3B43 Into the 21st Century: Photographic Practices, Theory and Criticism
 VISA 3B47 Art and Fashion
 VISA 4B01 Contemporary Latin American Art
 VISA 4B02 Performance & Performativity
 VISA 4B08 Studies in Post-War European Art
 VISA 4B10 The Politics of Painting: Modern Art and Revolution
 VISA 4B11 Improvisational Music & the Visual Arts in the Late 20th Century
 VISA 4B12 Modern Korean Art & Society
 VISD 2B10 History of 20th Century Architecture
 VISD 4B19 Contemporary Studies in Architecture & Design

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European/Western Art

HUMN 3B20 The Classical Tradition and its Legacies
 VISA 2B07 History of Modern Art
 VISA 2B13 History of Photography
 VISA 2B19 Art of Europe: The Northern Renaissance
 VISA 2B31 History of Printing & Printmaking
 VISA 2B32 Canadian Art: the Modern Era
 VISA 2B33 Art of Europe: Greek to Gothic
 VISA 2B35 Art of Europe: Renaissance to Impressionism
 VISA 3B03 Contemporary Canadian Art
 VISA 3B05 Dada and Surrealism
 VISA 3B07 Art of the Italian Renaissance
 VISA 3B08 Art of Europe: Baroque and Rococo
 VISA 3B09 Art after Modern Art: Conceptual Practices
 VISA 3B15 Studies in Nineteenth Century Art: Goya to Courbet
 VISA 3B26 Studies in 19th Century Art: Impressionism and Post-Impressionism
 VISA 4B08 Studies in Post-War European Art

Global/Non-Western Art

ABVC 2B01 The Story of Us: Aboriginal Peoples of the Americas
 VISA 3B01 Issues in the Arts of Africa
 VISA 3B06 Art of the Black Diaspora
 VISA 3B28 Latin American Art: An Historical Overview
 VISA 3B30 Contemporary East Asian Art
 VISA 3B42 Critical Issues & Ideas in Contemporary First Nations Art
 VISA 3B44 South Asian Art and Culture: Vision of the Sacred
 VISA 3B45 South Asian Art and Culture: Multiple Modernisms
 VISA 4B12 Modern Korean Art & Society
 VISA 4B01 Contemporary Latin American Art
 VISC 4B21 Arts and Cultures of Asia and Oceania
 VISC 4B17 Reading Images of Aboriginal People

Criticism and Theory

HUMN 2B04 Introduction to Visual Theory
 HUMN 3B17 Modernism and Postmodernism
 VISA 3B37 The History and Theory of Art Criticism
 VISA 3B43 Into the 21st Century: Photographic Practices, Theory and Criticism
 VISC 3B29 Methods in Visual & Critical Studies

Courses no longer offered that were part of the minor:

HUMN 4B01 Modernism: Critical Perspectives
(taken between 2006/07 and 2011/12)
 HUMN 4B18 Postmodernism: Critical Perspectives
(taken between 2002/03 and 2011/12)
 VISC 2B11 Reclaiming Indigenous Voice and Vision *(taken in 2009/10)*
 VISA 4B13 Modern Mexican Art *(taken between 2002/03 and 2009/10)*
 VISC 4B16 Queer Theory: Sexuality and Representation
(taken in 2006/07)

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APPENDIX VII. Program Guides for Minors

Creative Writing**CREATIVE WRITING (3.0 credits)**

The Creative Writing Minor provides a unique and valuable opportunity for students to supplement their studio-based BFA and BDes programs with an additional creative focus that facilitates their studio practice and the development of their ability to write and present their own work. The Creative Writing Minor draws on faculty who are professionals in the field of Creative Writing and who are actively engaged in publishing their own creative work.

CODE	TITLE	CREDIT
Required Course:		
ENGL 2B01	Introduction to Creative Writing	0.5
Plus take 5 courses (2.5 credits) from the elective courses below.		
At least 3 out of the 5 courses must be taken at the 300 or 400 level, and no more than 2 courses can be taken from the Literature Courses list.		
Creative Writing Courses		
ENGL 3B09	Creative Writing: Poetry (<i>not offered fall/winter 2012-13</i>)	0.5
ENGL 3B10	Creative Writing: Nonfiction	0.5
ENGL 3B12	Creative Writing: Short Fiction	0.5
ENGL 4B06	Dub, Spoken Word & Performance Writing (<i>not offered fall/winter 2012-13</i>)	0.5
ENGL 4B09	Hybrid & Experimental Writing (<i>not offered fall/winter 2012-13</i>)	0.5
Special Topics upon approval by Associate Deans in the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. Visit Special Topics for more information.		
Literature Courses		
(no more than 2 courses from this list will count towards the minor)		
ENGL 2B03	Introduction to Literary Criticism	0.5
ENGL 2B06	Postcolonial Literature	0.5
ENGL 2B10	Studies in British Literature	0.5
ENGL 3B03	Children's Literature	0.5
ENGL 3B04	Science and Technology in Literature (<i>not offered fall/winter 2012-13</i>)	0.5
ENGL 3B06	Studies in Canadian Literature	0.5
ENGL 3B08	Ways of Telling: Aboriginal Literature and Narrative Tradition (<i>not offered fall/winter 2012-13</i>)	0.5
ENGL 3B13	Studies in American Literature (<i>not offered fall/winter 2012-13</i>)	0.5
ENGL 3B21	Writings by Artists (<i>not offered fall/winter 2012-13</i>)	0.5
ENGL 4B04	Diasporic Writings	0.5
ENGL 4B05	Digital Texts (<i>not offered fall/winter 2012-13</i>)	0.5
ENGL 4B04	Diasporic Writings	0.5
ENGL 4B07	Graphic Novels	0.5
ENGL 4B08	Queer Literature	0.5
Special Topics upon approval by Associate Deans in the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. Visit Special Topics for more information.		
Total Credits		3.0

Important Notes:

- Carefully check anti-requisites to ensure you do not repeat courses.
- If you are unsure about requirements for the minor, please make an appointment to see the Student

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Advisor in the Faculty of Liberal Arts & Sciences.

Courses no longer offered that were part of the minor:

- ENGL 3B01 The Artist in European and American Literature
(taken between 2004/05 and 2011/12)
- ENGL 3B07 Introduction to Dramatic Literature
(formerly ENGL 2B04, taken between 2005/06 and 2011/12)
- ENGL 3B20 Creative Writing II *(taken between 2002/03 and 2011/12)*
- ENGL 4B03 European Literary Classics and Criticism
(taken between 2005/06 and 2011/12)
- ENGL 4B17 Advanced Creative Writing
(taken between 2002/03 and 2011/12)

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Digital & Media Studies**DIGITAL & MEDIA STUDIES (3.0 credits)**

The Digital and Media Studies Minor offers an exciting opportunity for students to improve their critical writing and analytical skills by taking additional courses beyond those usually available to students in their studio based BFA and BDes Programs. The Digital and Media Studies Minor focuses on contemporary history and theory and enables students to integrate new technologies and digital practices into their work as a natural progression of their learning. This Minor provides students with the critical background and breadth necessary to broaden their understanding of the changing forms of digital media technology as they prepare for graduate studies either in studio or academic programs.

CODE	TITLE	CREDIT
Required: Choose one (0.5 credit) of the following core courses:		
VISM 2B41	Media, Messages and the Cultural Landscape: Introduction to Communication Studies	0.5
VISM 2B08	Introduction to Film Studies	0.5
VISM 2B09	History of New Media Art	0.5
VISM 2B20	Web Theory	0.5
Plus take 5 courses (2.5 credits) from the list below.		
At least 3 out of the 5 courses must be taken at the 300 or 400 level:		
ENGL 3B04	Science and Technology in Literature (<i>not offered fall/winter 2012-13</i>)	0.5
ENGL 4B04	Diasporic Writings (<i>not offered fall/winter 2012-13</i>)	0.5
HUMN 3B01	Reading Popular Culture	0.5
HUMN 3B07	Ethics and the Visual Arts (<i>not offered fall/winter 2012-13</i>)	0.5
HUMN 3B08	Ethics, Advertising and Design	0.5
SCTM 2B06	Introduction to Computer Science: Logic & Coding	0.5
VISA 2B13	History of Photography	0.5
VISA 3B43	Into the 21st Century: Photographic Practices, Theory and Criticism	0.5
VISC 3B29	Methods in Visual & Critical Studies (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 2B08	Introduction to Film Studies	0.5
VISM 2B09	History of New Media Art	0.5
VISM 2B15	Introduction to Games Studies	0.5
<u>VISM 2B20</u>	Web Theory	0.5
VISM 2B41	Media, Messages and the Cultural Landscape: Introduction to Communication Studies	0.5
VISM 3B01	Critical Play	0.5
VISM 3B18	Television Criticism (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 3B23	Technology and Digital Culture	0.5
VISM 3B33	Canadian Cinema	0.5
VISM 3B34	Japanese Cinema (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 3B39	Latin American Cinema (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 4B01	Experimental Film and Media	0.5
VISM 4B02	Sound, Politics, & Media Art	0.5
VISM 4B03	Contemporary Documentary Media	0.5
VISM 4B04	Re-presenting Women: Feminist Film and Video (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 4B05	Future Cinema: Digital Narratives (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 4B06	Global Mesh: Internet, Networks, Globalization and Digital Resistance	0.5

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VISM 4B07	Images and Practices of Technology (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 4B24	The Body & the Machine: Interrogating the Posthuman in Art & Design (<i>not offered fall/winter 2012-13</i>)	0.5

Special Topics upon approval by Associate Deans in the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. Visit Special Topics for more information.

Total Credits **3.0**

Important notes:

- Courses previously coded as VISC have been changed to VISA, VISD, or VISM.
- Carefully check anti-requisites to ensure you do not repeat courses.
- If you are unsure about requirements for the minor, please make an appointment to see the Student Advisor in the Faculty of Liberal Arts & Sciences.

Students interested in Film/Video may want to take courses from this list:

VISM 2B08 Introduction to Film Studies
 VISM 3B18 Television Criticism
 VISM 3B33 Canadian Cinema
 VISM 3B34 Japanese Cinema
 VISM 3B39 Latin American Cinema
 VISM 4B01 Experimental Film and Media
 VISM 4B03 Contemporary Documentary Media
 VISM 4B04 Re-presenting Women: Feminist Film and Video
 VISM 4B05 Future Cinema: Digital Narratives

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English

ENGLISH (3.0 credits)

The English Language/Literature Minor is very useful for students choosing to pursue a career in teaching at either the elementary or the secondary level, with English as a second teachable subject, or for students wishing to undertake graduate studies. More generally, an English Minor provides students with valuable tools to hone their reading and writing skills as they seek to position themselves their Art and Design studio practices and to enrich their studies at OCAD University.

Note: If planning on using this minor for English as a Second Teachable, consult with the program that you will be attending for specific course requirements which may vary from those listed above.

CODE	TITLE	CREDIT
Required Core Course:		
ENGL 2B03	Introduction to Literary Criticism	0.5
Plus take 5 courses (2.5 credits) from the elective courses below.		
At least 3 out of the 5 courses must be taken at the 300 or 400 level, and no more than 1 course should be taken from the Creative Writing courses list:		
Literature Courses:		
ENGL 2B06	Postcolonial Literature	0.5
ENGL 2B10	Studies in British Literature	0.5
ENGL 3B03	Children's Literature	0.5
ENGL 3B04	Science and Technology in Literature <i>(not offered fall/winter 2012-13)</i>	0.5
ENGL 3B06	Studies in Canadian Literature	0.5
ENGL 3B08	Ways of Telling: Aboriginal Literature and Narrative Tradition <i>(not offered fall/winter 2012-13)</i>	0.5
ENGL 3B13	Studies in American Literature <i>(not offered fall/winter 2012-13)</i>	0.5
ENGL 3B21	Writings by Artists <i>(not offered fall/winter 2012-13)</i>	0.5
ENGL 4B04	Diasporic Writings	0.5
ENGL 4B05	Digital Texts <i>(not offered fall/winter 2012-13)</i>	0.5
ENGL 4B07	Graphic Novels	0.5
ENGL 4B08	Queer Literature	0.5
Special Topics upon approval by Associate Deans in the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. Visit Special Topics for more information.		
Creative Writing Courses:		
<i>(no more than 1 course from this list will count towards the minor)</i>		
ENGL 2B01	Introduction to Creative Writing	0.5
ENGL 3B09	Creative Writing: Poetry <i>(not offered fall/winter 2012-13)</i>	0.5
ENGL 3B10	Creative Writing: Nonfiction	0.5
ENGL 3B12	Creative Writing: Short Fiction	0.5
ENGL 4B06	Dub, Spoken Word & Performance Writing <i>(not offered fall/winter 2012-13)</i>	0.5
ENGL 4B09	Hybrid & Experimental Writing <i>(not offered fall/winter 2012-13)</i>	0.5
Special Topics upon approval by Associate Deans in the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. Visit Special Topics for more information.		
Total Credits		3.0

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Important notes:

- Carefully check anti-requisites to ensure you do not repeat courses.
- If you are unsure about requirements for the minor, please make an appointment with the Student Advisor in Faculty of Liberal Arts & Sciences.

Courses no longer offered that were part of the minor:

- ENGL 3B01 The Artist in European & American Literature
(taken between 2004/05 and 2011/12)
- Introduction to Dramatic Literature
- ENGL 3B07 (formerly ENGL 2B04, taken between 2005/06 and 2011/12)
- ENGL 3B20 Creative Writing II *(taken between 2002/03 and 2011/12)*
- ENGL 4B03 European Literary Classics and Criticism
(taken between 2005/06 and 2011/12)
- ENGL 4B17 Advanced Creative Writing
(taken between 2002/03 and 2011/12)

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Social Sciences**SOCIAL SCIENCES (3.0 credits)**

The Social Sciences Minor enables students to master a Second Teachable subject they can combine with their major in Art or Design to pursue teaching careers at the secondary or primary levels. Additionally, students may find that adding Social Sciences as a second area of expertise to their studies at OCAD University will further prepare them for graduate studies. The Social Sciences are increasingly important in design practice. Social Science subjects have emerged a key addition to practice-based studio degrees as they open up new career opportunities in design ethnography, marketing and other design-based consultancy applications that rely on Social Science methodologies and practices.

CODE	TITLE	CREDIT
Required Courses (1.0 credit):		
SOSC 2B01	Introduction to Social Science: People & Social Worlds	0.5
VISM 2B41	Media, Messages and the Cultural Landscape: Introduction to Communication Studies	0.5
Plus take 4 courses (2.0 credits) from the list below.		
At least 3 out of the 4 courses must be taken at the 300 or 400 level.		
SOSC 2B06	The Basics of Doing Human-Centred Research in Art and Design (<i>not offered fall/winter 2012-13</i>)	0.5
SOSC 3B02	Material Culture and Consumer Society	0.5
SOSC 3B03	Sociology of the Body	0.5
SOSC 3B04	Childhood, Families and Social Change	0.5
SOSC 3B05	Social Psychology and Consumer Behaviour	0.5
SOSC 3B06	Mental Health: Science, Culture, Society (<i>not offered in fall/winter 2012-13</i>)	0.5
SOSC 3B07	(Re)Writing Culture: Reflexive Ethnography in a Globalized World	0.5
SOSC 3B08	Taronton, Onitariio, Kanata (<i>not offered fall/winter 2012-13</i>)	0.5
SOSC 3B09	Cultural Geographies: Narrative, Landscape and Community	0.5
SOSC 4B01	Risk and Society	0.5
SOSC 4B02	Gender, Globalization and Social Change	0.5
Special Topics upon approval by Associate Deans in the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. Visit Special Topics for more information.		
Total Credits		3.0

Important notes:

- Courses previously coded as VISC have been changed to VISA, VISD, or VISM.
- Carefully check anti-requisites to ensure you do not repeat courses.
- If you are unsure about the requirements for the minor, please make an appointment to see the Student Advisor in the Faculty of Liberal Arts & Sciences.

Courses no longer offered that were part of the minor:

SOSC 2B04	Social Science Methods for Designers & Artists (cross-listed with VISC 2B41, offered in 2006/07 & 2007/08)
SOSC 2B05	Western Political Thought from Plato to the Present (taken between 2009/10 and 2011/12)
SOSC 3B27	Human Factors for Designers (cross-listed with VISD 3B27/VISC 3B27, taken between 2005/06 and 2011/12)

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Aboriginal Visual Culture**ABORIGINAL VISUAL CULTURE (3.0 credits)**

The focus of this interdisciplinary minor is contemporary practice, theory and expression in First Nations, Métis and Inuit art and design in Canadian and international contexts. This minor integrates Aboriginal perspectives into course syllabi and places Aboriginal faculty in the studios and classrooms.

CODE	TITLE	CREDIT
The following courses are required:		
ABVC 2B01	The Story of Us: Aboriginal Peoples of the Americas	0.5
VISA 3B42	Critical Issues & Ideas in Contemporary First Nations Art	0.5
Plus take 4 courses (2.0 credits) from below. At least 3 courses must be taken at 300 or 400 level:		
0.5 credit from Faculty of Liberal Arts & Sciences, one of:		
ENGL 3B08	Ways of Telling: Aboriginal Literature & Narrative Tradition (<i>not offered fall/winter 2012-13</i>)	0.5
HUMN 3B16	From Riel to Nationhood, A History of the Métis (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 2B32	Canadian Art: The Modern Era	0.5
VISA 3B28	Latin American Art: An Historical Overview	0.5
VISA 3B96	Special Topic in Visual Culture: Aboriginal Cultural Politics: Gender, Art and Activism	0.5
VISA 4B17	Reading Images of Aboriginal People (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B21	Arts and Cultures of Asia and Oceania (<i>not offered fall/winter 2012-13</i>)	0.5
0.5 credit from Faculty of Art, one of:		
ABVC 3B01	Field Study: Bringing Visual Literacy to Aboriginal Communities (<i>not offered fall/winter 2012-13</i>)	0.5
DRPT 3B24	Rethinking Abstraction from an Aboriginal Perspective	0.5
INTM 3B11	Media & Social Change (<i>not offered fall/winter 2012-13</i>)	0.5
INTM 4B21	Documentation Practices (<i>not offered fall/winter 2012-13</i>)	0.5
INTM 4B22	Narrative Practices	0.5
SCIN 3B13	Introduction to Contemporary Aboriginal Sculptural Practices	0.5
0.5 credit from Faculty of Design, one of:		
GDES 3B21	Designing Across Differences: Aboriginal Communities	0.5
GDES 4B10	Kanata, The Village: Sustainability & Survivance in Aboriginal Design	0.5
Plus 0.5 additional credit from any of the above elective course lists		
Total Credits		3.0

Courses no longer offered that were part of the minor:

VISC 2B11 Reclaiming Indigenous Voice And Vision (*taken between 2006/07 and 2009/10*)

VISC 4B13 Modern Mexican Art (*taken between 2002/03 to 2009/10*)

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Digital Media**DIGITAL MEDIA (3.5 credits)**

Digital media are reshaping contemporary art, design and critical thinking. Digital technologies are key factors in creative practices and industrial innovations. This interdisciplinary minor offers students in-depth instruction in leading contemporary critical theories and art and design practices in digital media. Students will develop critical and production skills to produce creative interventions in digitally mediated spaces, digital artworks, and prototypes for processes, interactions, objects, devices and environments.

The Interdisciplinary Minor in Digital Media is structured around a set of key digital concepts: *Networks* (Internet and distributed experiences); *Installation and Social Space* (concepts of tangible and virtual social space, materials, fabrication); *Mobility* (mobile media and interactions); and *Code* (programming, electronics).

CODE	TITLE	CREDIT
Required Course:		
DIGF 3B01	Networked Communities & Environments	0.5
Choose one course from below (0.5 credit):		
VISM 2B41	Media, Messages and the Cultural Landscape: Introduction to Communication Studies	0.5
VISM 2B09	History of New Media Art	0.5
VISM 2B20	Web Theory	0.5
ENGL 4B05	Digital Texts (<i>not offered fall/winter 2012-13</i>)	0.5

Upon completion of the above, choose five elective courses from at least three of the four defined media areas: A. Networks, B. Installation and Social Space, C. Mobility, and D. Code. If you took 0.25 credit electives in the past, you must take more than five courses for a minimum total of 2.5 elective credits.

You must complete at least one Faculty of Art studio (INTM) and at least one Faculty of Design studio (ADVR, ENVR, GDES, GRPH, ILLU). At least 1.5 credits must be completed at the 300 or 400 level.

A. Networks

GDES 3B07	Interactive Communication: Smart Screens	0.5
ILLU 3B13	Media Studio 2	0.5
ILLU 3B14	Media Studio 3	0.5

B. Installation and Social Space

ENVR 2B15	Research Studio/Colour & Form	0.5
GDES 3B08	Wayfinding/Information Systems 1	0.5
GDES 3B13	Compelling User Experience 1	0.5
GDES 3B38	Ambient Experience Design	0.5
GDES 3B46	Explorations in Architectural Glass	0.5
INTM 2B33	Computer Modelling & Animation	0.5
INTM 4B10	Media Installations	0.5

C. Mobility

GDES 3B20	Small Object Design: Virtual To Reality 1	0.5
GDES 3B27	Interactive Communication: Clever Devices	0.5
GDES 3B53	Interactive Communication: Beyond The Screen	0.5
GDES 3B70	Game Design: Conceptual And Visual Approaches	0.5
GDES 3B71	Game Design: Digital Development	0.5

D. Code

INTM 2B24	Introduction to Electronics: Kinetic Objects	0.5
INTM 3B40	Advanced Electronics (<i>not offered fall/winter 2012-13</i>)	0.5
INTM 3B45	Bending Reclaimed Technology	0.5
Total Credits		3.5

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Courses no longer offered that were part of the minor:

GDES 3B41 Play Behaviour and Game Design 1: An Introduction to Game Theory and Interactivity (*taken between 2006/07 and 2009/10*)

ADVR 4A02 Interactive Space/Alternative Media (*taken between 207/08 and 2011/12*)

GRPH 2A06 Interaction Design Studio (*taken between 207/08 and 2011/12*)

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On-Screen Media**ON-SCREEN MEDIA (3.5 credits)**

Contemporary screen media production (film, video, digital) is increasingly multimedia, crossing and recombining traditional media formats in new ways. This minor offers an interdisciplinary approach to a range of audiovisual media that supports innovation and leading edge creativity through its integral multimedia structure. It is designed as a site for interdisciplinary and transmedia discourse and production innovations that encompass film, video and digital media concerns with screen concept, sequence, narrative and storytelling.

The Interdisciplinary Minor in On-Screen Media is organized around the principle of analogue and digital on-screen relations in technological, process and theoretical terms and is structured around a set of key interdisciplinary concepts: *Media History and Theory*; *Digital Production*; *Analogue to Digital Photography, Drawing and Painting*; *Film and Video Production*; and *Sound Production*.

CODE	TITLE	CREDIT
Required Course:		
DIGF 3B01	Networked Communities & Environments	0.5
Choose one course from below (0.5 credit):		
VISM 2B08	Introduction to Film Studies	0.5
VISM 2B09	History of New Media Art	0.5
Choose five courses from at least four of the five defined media areas, including at least one Faculty of Art studio (DRPT, INTM, PHOT, PRNT) and at least one Faculty of Design studio (ADVR, GDES, ILLU). If you took 0.25 credit electives in the past, you must take more than five courses, for a minimum total of 2.5 elective credits. At least 1.5 credits must be completed at the 300 or 400 level.		
A. Media History and Theory		
VISM 3B23	Technology and Digital Culture	0.5
VISM 3B33	Canadian Cinema	0.5
VISM 3B34	Japanese Cinema (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 3B39	Latin American Cinema (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 4B01	Experimental Film and Media	0.5
VISM 4B02	Sound Politics and Media Art	0.5
VISM 4B03	Contemporary Documentary Media	0.5
VISM 4B04	Re-presenting Women: Feminist Film and Video (<i>not offered fall/winter 2012-13</i>)	0.5
VISM 4B05	Future Cinema: Digital Narratives (<i>not offered fall/winter 2012-13</i>)	0.5
B. Digital Production		
GDES 3B07	Interactive Communication: Smart Screens	0.5
ILLU 3B13	Media Studio 2	0.5
ILLU 3B14	Media Studio 3	0.5
INTM 2B33	Computer Modelling & Animation	0.5
INTM 2B34	Hybrid Media Lab	0.5
INTM 2B14	Compositing & Digital Animation	0.5
INTM 3B43	Post Production Media	0.5
INTM 3B44	3D: Screen to Space (<i>not offered fall/winter 2012-13</i>)	0.5
INTM 3B50	Critical Perspectives in Animation	0.5
INTM 4B20	Co-Lab (<i>not offered fall/winter 2012-13</i>)	0.5
C. Analogue to Digital Photography, Drawing and Painting, Printmaking		
DRPT 2B08	Camera Art: Combining Media	0.5
DRPT 2B39	Painting and Digital Imaging 1	0.5

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DRPT 3C15	Painting & Digital Imaging 2	1.0
DRPT 4B05	Painting & Digital Imaging 3	0.5
DRPT 4B08	Photogenic Painting	0.5
PHOT 2B07	Introductory Photography: Digital	0.5
PHOT 3B10	Digital Imaging II	0.5
PHOT 4B09	Photography: Digital Studio	0.5
PRNT 2B21	Digital Printmaking Studio	0.5
PRNT 3B24	Contemporary Media and Digital Printmaking	0.5
PRNT 4B31	Advanced Printmaking and Digital Technologies (<i>not offered fall/winter 2012-13</i>)	0.5
D. Film and Video Production		
GDES 3B11	Graphic Narrative, Animation & Motion	0.5
INTM 2B15	Film: Frame by Frame	
INTM 2B29	Video for Artists I	0.5
INTM 2B30	Video for Artists II	0.5
E. Sound Production		
INTM 2B06	Sonic Arts	0.5
INTM 3B22	Audio: Post Production	0.5
INTM 4B14	Sound Interactions	0.5
Total Credits		3.5

Courses no longer offered that were part of the minor:

ADVR 3A01 TV/Time-Based Media (*taken in 2009/10*)

ADVR 3B03 Time Based/Transmedia Narrative (*taken in 2010/11 and 2011/12*)

APPENDIX VII. Program Guides for Minors

Wearable Technology**WEARABLE TECHNOLOGY (5.0 credits)**

A minor in Wearable Technology draws together an understanding of sensor and wireless technologies, fabrication skills in electronics and material arts, and an understanding of the sociology of the body to open possibilities for artists and designers to new experiences with technology. This program takes a holistic, experimental and conceptual approach to the subject matter integrating science, art, design, craft, technology, fashion and philosophy enabling the student to conceive, design, develop and fabricate basic working prototypes and art works.

CODE	TITLE	CREDIT
Required Courses (2.0 credits):		
INTM 2B24	Introduction to Electronics: Kinetic Objects or	0.5
DIGF 2B03:	Physical Computing	
GDES 3B16	Wearable Technology 1	0.5
GDES 3B44	Wearable Technology 2	0.5
SOSC 3B03	Sociology of the Body	0.5
Choose four electives (2.0 credits):		
FABR 2B02	Introduction to Fabrication: Metal	0.5
FABR 2B03	Introduction to Fabrication: Mouldmaking	0.5
FABR 2B04	Introduction to Fabrication: Plastics	0.5
INTM 2B03	Body as Material: Performance by Artists	0.5
INTM 2B05	Mechanics for Artists	0.5
INTM 2B25	Electronics Studio: Kinetic Interactions (<i>not offered fall/winter 2012-13</i>)	0.5
MAAD 2B01	Intro to Fibre	0.5
MAAD 2B08	Jewellery/Metalsmithing: Casting	0.5
FABR 3B02	Fabrication Studio: Metal	0.5
FABR 3B03	Fabrication Studio: Mouldmaking	0.5
FABR 3B04	Fabrication Studio: Plastics (<i>not offered fall/winter 2012-13</i>)	0.5
GDES 3B20	Small Object Design: Virtual to Reality 1	0.5
GDES 3B50	Jewellery Design 2: Alternative Materials	0.5
GDES 3B51	Fibre: Wearable Forms 1	0.5
GDES 3B56	Universal Design	0.5
GDES 3B69	Material Explorations for Designers	0.5
GDES 3B70	Game Design: Conceptual And Visual Approaches	0.5
GDES 3B71	Game Design: Digital Development	0.5
INTM 3B28	Performance Studio: Presence & Telepresence (<i>not offered fall/winter 2012-13</i>)	0.5
INTM 3B40	Advanced Electronics (<i>not offered fall/winter 2012-13</i>)	0.5
INTM 3B45	Bending Reclaimed Technology	0.5
Choose two Liberal Arts & Sciences courses (1.0 credit):		
HUMN 2B03	History of Medicine, Science and the Body in Western Culture (<i>not offered fall/winter 2012-13</i>)	0.5
HUMN 3B07	Ethics and the Visual Arts (<i>not offered fall/winter 2012-13</i>)	0.5
HUMN 3B08	Ethics, Advertising and Design	0.5
SCTM 2B02	Human Form and Function: Introduction to Anatomy	0.5

APPENDIX VII. Program Guides for Minors

SCTM 2B05	Modern Physics (<i>not offered fall/winter 2012-13</i>)	0.5
SCTM 2B06	Introduction to Computer Science: Logic & Coding	0.5
SCTM 3B03	Human Factors of Designers	0.5
SOSC 3B05	Social Psychology and Consumer Behaviour	0.5
VISA 3B47	Art and Fashion (<i>not offered fall/winter 2012-13</i>)	0.5
VISA 4B02	Performance & Performativity	0.5
VISA 4B20	The Senses in Artistic Practice (<i>not offered fall/winter 2012-13</i>)	0.5
VISD 3B41	Cross Cultural Issues in Craft	0.5
VISM 2B09	History of New Media Art	0.5
VISM 4B24	The Body & The Machine: Interrogating the Posthuman in Art & Design (<i>not offered fall/winter 2012-13</i>)	0.5
Total Credits		5.0

EXAMPLE PATHWAYS

“Fashionista”

The “Fashionista” will emerge from the Wearable Technology minor capable of conceiving and manifesting works ready for the runway. Basic jewellery casting, sewing and pattern drafting skills would take a well-developed concept into the real world. In this realm, assistive technology and fashion statement coexist. Rapid prototyping and 3-D modeling proficiency enhance the skill set for the student who is able to conceptualize the “body as site”.

CODE	TITLE	CREDIT
Required Courses (2.0 credits):		
INTM 2B24	Introduction to Electronics: Kinetic Objects	0.5
GDES 3B16	Wearable Technology 1	0.5
GDES 3B44	Wearable Technology 2	0.5
SOSC 3B03	Sociology of the Body	0.5
Electives		
MAAD 2B08	Jewellery/Metalsmithing: Casting	0.5
GDES 3B20	Small Object Design: Virtual to Reality 1	0.5
GDES 3B51	Fibre: Wearable Form 1	0.5
	Your choice of elective	0.5
Liberal Arts & Sciences		
VISA 3B47	Art and Fashion	0.5
SCTM 3B03	Human Factors for Designers	0.5

“Performer”

Possibilities for the “Performer” are driven by curiosity about how physical gestures shape our environment. With a background in live art practice, the “Performer” can explore interactions within 'telematic space,' by creating devices for accessing images and sounds, or augment relationships with audience/participants carried out in real time.

APPENDIX VII. Program Guides for Minors

CODE	TITLE	CREDIT
Required Courses (2.0 credits):		
DIGF 2B03	Physical Computing	0.5
GDES 3B16	Wearable Technology 1	0.5
GDES 3B44	Wearable Technology 2	0.5
SOSC 3B03	Sociology of the Body	0.5
Electives		
INTM 2B03	Body as Material: Performance by Artists	0.5
INTM 2B25	Electronics Studio: Kinetic Interactions	0.5
INTM 3B28	Performance Studio: Presence and Telepresence	0.5
GDES 3B51	Fibre: Wearable Form 1	0.5
Liberal Arts & Sciences		
VISM 2B09	History of New Media Art	0.5
VISA 4B02	Performance & Performativity	0.5

"Mechanico"

The Mechanico may be best described as a collage artist. They hack and modify. The Mechanico "glues" discarded consumer components together with tiny computers, snippets of code, solder, networks, alternate energies, grease, nuts and bolts. They re-animate these objects with new functions and new meanings. You may find the Mechanico in a dumpster foraging for their naturally occurring materials.

CODE	TITLE	CREDIT
Required Courses (2.0 credits):		
INTM 2B24	Introduction to Electronics: Kinetic Objects	0.5
GDES 3B16	Wearable Technology 1	0.5
GDES 3B44	Wearable Technology 2	0.5
SOSC 3B03	Sociology of the Body	0.5
Electives		
FABR 2B02	Introduction to Fabrication: Metal	0.5
MAAD 2B08	Jewellery/Metalsmithing: Casting	0.5
INTM 2B05	Mechanics for Artists	0.5
INTM 3B45	Bending Reclaimed Technology	0.5
Liberal Arts & Sciences		
VISM 2B09	History of New Media Art	0.5
SCTM 3B03	Human Factors of Designers	0.5

"Designerati"

The design students' engagement with the Wearable Technology minor is driven by the opportunity to explore new possibilities through technology, the body, context, function and interaction. The Wearable minor is a place where the design student will acquire skills and knowledge necessary to explore and combine these elements, and a studio environment to articulate the design possibilities therein.

APPENDIX VII. Program Guides for Minors

The Wearable Technology minor represents an opportunity to enhance and contextualize the design students' core discipline, allowing them to acquire critical experience and familiarity with emerging technologies and the cultural, economic, social and functional design implications of these. Examples of these are the growing field of experience and interaction design, gestural and haptic interface and the evolution and implementation of responsive and sensing technologies in contexts such as design for healthcare and design using embedded environmental and ambient technologies.

CODE	TITLE	CREDIT
Required Courses (2.0 credits):		
DIGF 2B03	Physical Computing	0.5
GDES 3B16	Wearable Technology 1	0.5
GDES 3B44	Wearable Technology 2	0.5
SOSC 3B03	Sociology of the Body	0.5
Electives		
INTM 2B25	Electronics Studio: Kinetic Interactions	0.5
GDES 3B51	Fibre: Wearable Form 1	0.5
GDES 3B56	Universal Design	0.5
	Your choice of elective	0.5
Liberal Arts & Sciences		
SOSC 3B05	Social Psychology and Consumer Behaviour	0.5
	Your choice of Liberal Arts & Sciences	0.5

Courses no longer offered that were part of the minor:

GDES 3B41	Play Behaviour and Game Design 1: An Introduction to Game Theory and Interactivity (<i>taken between 2006/07 and 2009/10</i>)
GDES 3B35	Mapping the Body (<i>taken in 2006/07</i>)
INDS 2B14	ID Studio 1: The Design of Everyday Things (<i>taken between 2004/05 and 2011/12</i>)

APPENDIX XVII

**FACULTY OF LIBERAL ARTS & SCIENCES
AND SCHOOL OF INTERDISCIPLINARY STUDIES**

Hiring Plans 2011-2016

Updated 4 January 2013

Hiring Strategies:

Visual Culture: Since 2003, the Faculty has rapidly built capacity in Visual Culture expertise in art history/theory/criticism, design history/theory/criticism, and media/digital art history/theory/criticism. Reflecting the culture of the institution – a studio-based art and design university – all hires in Visual Culture have placed a priority on modern and contemporary expertise and preferred interdisciplinary interests reflecting the cutting edge of their fields. The great strength of the Faculty of Liberal Studies' Visual Culture faculty is twentieth century/contemporary combined with criticism, curatorial practice, and cross-disciplinary research interests.

Breadth Disciplines: Since 2003, the Faculty of LAS has developed breadth in four areas to support BFA and BDes programs: ENGL (Academic Writing, Creative Writing, English/Canadian and World Literatures), HUMN (Philosophy, Religious Studies, Theory, History), SCTM (Anatomy, Biology, Psychology, Physics, Astronomy, Mathematics, Computer Science), and SOSC (Anthropology, Sociology, Cultural Geography). Most of the courses initially developed in these areas were introductory in nature (only one course in each disciplinary area required for graduation).

In 2005, OCAD developed and offered Second Teachables (equivalent of Minor) in ENGL and SOSC. In 2008 these were formalized as Minors and Creative Writing was added to this list. Interdisciplinary Minors and the interdisciplinary Major in Digital Futures have required the development of upper level courses in Biology, Computing/Human Computer Interaction. With the planned BA in Visual and Critical Studies and further planned interdisciplinary majors and minors, development of upper level HUMN as well as SCTM fields are in progress. Effective with the incoming class of 2012, a new Breadth Policy has come into effect enabling students in all programs to take multi-level sequences of courses. As a result the Faculty of LAS has revised the year-levels of a number of offerings and is in the process of establishing expanded prerequisites for upper level courses. For BA students, a first-year a thematically based interdisciplinary full-year course (worth 2.0 credits in ENGL and HUMN) will be launched in 2014/15 and create a strong base for upper level coursework in these areas.

All hires and planned hires in these breadth areas preference candidates with an interest or background in visual culture (many are practicing artists) and interdisciplinary research agendas.

Required Credentials: Since 2004, all Tenure-Track and Continuing hires have required a terminal degree in hand: Ph.D, MFA, M.Arch, M.Des. ABDs of interest are hired in Contractually Limited Term Appointments (CLTAs).

HIRING PLAN 2011-2016

Priority	Year	Status	Position	Rationale	Proposed Budget Implication	New Office Space Needed
✓	2011	TT => CLTA	Art History: Pre-twentieth century	Retirement (Nagel)	--	--
✓	2011	TT	New Media History/Criticism	Program expansion: DFI	CLTA/TT differential	1
✓	2011	TT	New Media / Doc Film: History/Criticism	Program expansion: BA	New 100%	1

✓	2011	CLTA 100%	English / Comparative Literature	Replace expired CLTA	--	--
✓	2011	CLTA 100%	Art History: 20th/21st Century	Replace expired CLTA	--	--
✓	2012	TT	Writing/ESL Specialist with background in Art/Design	Currently held by 100% CLTA; central to first-year academic writing and creative writing minor	100%	1
✓	2012	TT 100%	Design Studies: Communication Design and/or Illustration/ Animation History/Criticism	New – replace sessionals to provide consistent support to Communication Design Programs	100%	1
✓	2012	CLTA 60%	Physics / Astronomy / Material Science	Extend current 60% CLTA position by 2 yrs	pat	Shared
✓	2012	CLTA 60%	Social Science / Cultural Anthropology	Extend current 60% CLTA position by 2 yrs	pat	Shared
✓	2012	CLTA 100%	Writing/ESL Specialist/ Literature	Hired as interim First Year Writing Coordinator for 12/13; 3-year term	Fills vacated CLTA position	1
1 2 In progress	2013	TT 100% Or CLTA	Art History: 18 th -19 th Century Europe/N.Amer.	Retirement (Nagel)/ Currently held by 3-yr 100% CLTA	CLTA/TT differential (\$\$)	
	2013	TT 100% Or CLTA	Art History: Global / Early Modern	Retirement replacement (Broun)	+40%	1
3 Deferred	2013	TT deferred	Humanities: Philosophy: specialization in contemporary/ applied ethics	Retirement replacement (Graham)	--	
4 In progress	2013	TT	Biology: Sustainability Studies, Biomimicry	Convert 40% Continuing to f/t TT position – New Support program growth in Studio and BA	+60%	1
5	2014	TT	Anatomy / Health Studies	Convert 40% Continuing to f/t TT position – New	+60%	1
6	2014	TT	Humanities: Political Theory, Political Economy or Social Economics	New	New	1
7	2014	TT	Academic Writing / Creative Writing (Creative Non-Fiction, Narrative)	New	New	1

8	2014	TT	Social Science: Cultural or Medical Anthropology	New	New	1
9	2015	TT	Art History: Middle East, Africa, Eastern Europe, China	New	New	1
10	2015	TT	English Literature/Culture	Currently held by 100% 3-yr CLTA; to support a popular minor/2nd teachable	CLTA/TT differential	1
11	2015	TT	Social Science: Sociology or Cultural Anthropology or Cognitive Science	Retirement replacement (or bridging hire)	--	
12	2015	TT	Design Studies: open	New	New	1
	2016	TT	Media Studies: open	New		1
	2016	TT	SCTM: Physics, Astronomy, Material Science	New		1
	2016	TT	SOSC: open	Retirement replacement (or bridging hire)		
	2016	TT	Art History: open	New		1
	2016	TT	Design Studies: open	Retirement replacement (or bridging hire) New		1

SCHOOL OF INTERDISCIPLINARY STUDIES
Hiring Plans 2012-2015

Priority	Year	Status	Position	Rationale	Proposed Budget Implication	New Office Space Needed
INVC PROGRAM						
✓	2012	TT	Social & Cultural Issue/ History	Jullie Nagam's position => will convert to TT Jan 1/2012	in budget	1
In progress	Deferred to 2013	TT or Cont.	Indigenous Perspective on Contemporary Painting	Cross appointment with FoA	New	Shared
	2013	TT	Associate Chair and Assistant Professor	Resignation replacement	11/12 budget	INVC
In progress	2013	CLTA 50%	Combined administrative and faculty position to coordinate and teach in the Augmented First Year Program in Sudbury	Cross appointment?	50% new 50% in INVC budget	
	2014	TT	Indigenous Visual Culture: Economic Development/ Social Science	BFA growth		1
	2015	TT	Indigenous Visual Culture: Studio Art or Design	BFA/BDes growth		1
DFI PROGRAMS						
✓ ✓	2012	TT x2	HCI / Computing / Digital Media	Replace loss of Derek Reilly	pat	
✓	2013	TT	Game Design			1
In progress	2013	TT	Digital Business			1
	2014	TT	Data Visualization			1
	2014	TT	Behavioural Psychologist			1
	2015	TT	Robotics/AI			1
	2015	TT	Smart Materials			1
BUSINESS AND OTHER INTERDISCIPLINARY AREAS						
	2013	CLTA 60%	Business Innovation / Entrepreneurship / Arts Admin	New		1



FACULTY HANDBOOK 2012/2013

Sponsored by the Office of the Vice-President, Academic

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[WWW.OCADU.CA](http://www.ocadu.ca)

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**TEACHING COURSES AT
OCAD UNIVERSITY**

GETTING STARTED

Semester & Class Schedules

There are twelve teaching weeks in the fall and winter semesters, followed by a two week critique and exam period. Classes falling on Labour Day, Thanksgiving, Family Day, and Good Friday will be made up as required during the thirteenth week through the provision of a special extra day of classes. A Reading Week is scheduled during the winter semester. Check "Dates & Deadlines" on-line at http://www.ocadu.ca/students/dates_deadlines_2012.htm or contact your Faculty Office to find out the dates scheduled to replace classes cancelled due to statutory holidays and for the annual dates of the winter semester Reading Week.

Courses mounted in the spring and summer semesters are divided into a number of different durations reflecting the various start and end dates of classes. Dates and deadlines specific to the spring and summer semester can be found on-line at: http://www.ocadu.ca/students/records_registration/course_calendar/spring_summer_2012.htm in the graduate and undergraduate sections of the calendar.

Classes run continuously throughout the day, from 8:30 a.m. to 9:30 p.m. The last ten minutes of each class are considered transition time for students who have scheduled two courses back to back.

Fabrication Studios

You may include fabrication projects as part of your course outline. These projects may require the use of fabrication shops and model building facilities at OCAD U. Policies for safe studio use as well as guidelines for developing projects, along with hours of operation and Studio news can be found at http://www.ocadu.ca/about_ocad/shops_studios.htm. Faculty members are encouraged to liaise with Studio Managers to identify fabrication project deliverables and deadlines. Advance notice assists Studio Management in making preparations for the coming term. In addition, faculty should inform Studio Managers of special projects that may require additional or new materials, class supplies and technical support. Two weeks notice is required for material and supply orders. Please note that there may be potential issues associated with ordering special materials, including health and safety issues, higher costs to students, and challenges in finding additional storage space requirements.

Reading/Resource Lists

The library seeks to be a partner in the teaching and learning process, so faculty are encouraged to communicate their curricular needs well in advance of the commencement of courses. To ensure that

materials needed for required readings are available for students at the beginning of each term, four weeks' notice is recommended to enable sufficient time to order, catalogue and process materials; and to scan required readings, if necessary, for students with disabilities. The University has legal obligation to registered Centre for Students with Disabilities (CSD) students to provide access to required readings in alternate formats, so advanced notification is essential. All faculty are encouraged to contact OCAD U librarians Daniel Payne (ext 217, dpayne@ocadu.ca) or Robert Fabbro (ext. 343, rfabbro@ocadu.ca) to discuss options in providing access to course materials as many alternate solutions are available, including:

- Placing instructors' personal copies on Reserve at the Library
- Using public domain materials (where copyright has expired) or works licensed under Creative Commons; for example Internet Archive (www.archive.org) offers 2 million e-books, including 200 from the OCAD U Library's Rare Book Collection;
- Using open source resources such as Directory of Open Access Journals (www.doaj.org);
- Adding e-journals or e-books from OCAD U licensed databases to readings lists or syllabi posted on Canvas Learning Management System (LMS). The Library's E-Reserves service often can provide persistent URL links for individual articles or chapters in e-books for inclusion on required reading lists.

Contact:

Electronic Reserves: Topher Elliott, telliott@ocadu.ca
 Print Reserves: Lee Henderson, Ext. 358, lhenderson@ocadu.ca

COURSE OUTLINES

You are required to make a written course outline available to students and your Faculty Office in advance of the first day of class. Students have a right to receive instruction for the course in accordance with the outline. In planning your outline, ensure that course content, methods of instruction, and methods of evaluation all reflect the course objectives. Strive to base student evaluation on a reasonable diversity of methods. Also ensure that your description is in accordance with the description published in the current OCAD U Course Calendar. The Course Calendar is published on-line only, at http://www.ocadu.ca/students/records_registration/course_calendar/1213.htm. Your Faculty Office will either have a course outline template or sample course outlines that you can refer to in constructing your own.

Indication of the methods for evaluating student performance in studio, studio/seminar and Liberal Studies courses, is a critical component of your course outline and should be based upon a reasonable diversity of methods.

Furthermore, you **MUST** include the following information in your course outline:

- The method used to calculate final grades, including relative weights of these methods, any discretionary factor, and due dates, as in the following example:

Example of Grading Criteria on Course Outline:

Assignment 1	15%	Due date
Assignment 2	15%	Due date
Participation	10%	
Midterm Exam	25%	Date
Final exam	35%	Date

- The date and time of final tests, exams and critiques.
- Penalties for late assignments.
- The University's student attendance and participation policies (for more information about these policies refer to the next section "During the Term"). Participation can account for no more than 15% of the final mark.
- Reference to the University's academic and non-academic misconduct policies (for more information about these policies see "During the Term").

Important Information about Grades and Assignments:

No assignment can count for more than 40% of the final grade. If you use peer- or self-evaluations, they may not account for more than 25% of the final grade. You are also required to provide students with 20% of their final mark in writing at least one week before the deadline for withdrawing from courses each semester. You can find the final deadline for students to withdraw from courses without penalty on the Dates and Deadlines page on the OCAD University website: http://www.ocadu.ca/students/dates_deadlines_2012.htm If you are teaching one of several sections of a course, make certain that the number and weighting of assignments is consistent with those in the other sections. Once you have handed out the course outline, you may not change the weighting of any assignment without the unanimous consent of all students present. Unless there are exceptional circumstances, give notice at a regularly-scheduled class prior to the one in which the matter is to be decided.

Scheduling Final Critiques & Exams

Final critiques for studio and studio/seminar classes will occur on designated days, normally after classes end, in the thirteenth and fourteenth weeks of the term. You must consult with your Faculty Office for more specific information about when your critique can be held (also see the "Dates & Deadlines" section of the website). Final exams for first and second year Liberal Arts & Sciences courses will be held on designated days during the fourteenth week. A final examination schedule for 100- and 200-level Liberal Arts & Sciences courses is distributed to all faculty each semester. Instructors of 300- and 400-level Liberal Arts & Sciences courses who wish to hold a final exam should consult with the Liberal Arts & Sciences and Faculty Office well in advance of the beginning of the semester.

Please see "Final Exam Protocols" in the "Policies" section of this Handbook for more information.

Ordering Textbooks for Students

Textbook are available through 317c: The Store for Computers and Books. Texts should be ordered well in advance of the start of classes.

Contact:

Evelyn Junger, Senior Course Materials Coordinator at the U of T Book Store, ejunger@uoftbookstore.com or (416) 640-5842 for details, or visit <http://www.uoftbookstore.com/online/faculty.ihtml>.

Custom Publishing/Course Packs

Custom publishing services for course packs with CSPI and other courseware materials are available through 317c. Comprehensive copyright clearance services will ensure compliance with all copyright legislation. Faculty members are recommended to submit material 3 - 4 weeks prior to the start of classes. Re-orders will be processed and in the store within 3-4 days. Courseware production cycles can be reduced significantly when all bibliographic information is included. A CSPI info kit and course pack order form can be picked up in store. Materials ready to be processed can be submitted directly to 317c.

Contact: Evelyn Junger, Senior Course Materials Coordinator at the U of T Book Store, at ejunger@uoftbookstore.com or (416) 640-5842 for details on course packs and textbook pricing & delivery. She's incredibly helpful and formidably efficient. Jillian Ness at CSPI can be reached at jillian.ness@coursepack.ca should you need any course pack help.

Student Registration/Course Changes

Students use OCAD U's on-line registration system to register and to add, drop, or change courses before the deadline published in "Dates & Deadlines" on the OCAD U website (about 1 week after the first day of classes – see the "Dates & Deadlines" section of the website). Please ensure that the students attending your classes are on the Canvas LMS class list before the registration and course change deadline. If students are attending your class and are not on the official class list, advise these students that they are not registered and therefore may not attend your class. If you wish to verify registration, you may contact a Records Assistant at ext. 286 or ext. 329 or via email at regservices@ocadu.ca.

After the registration period, students who wish to withdraw from a course must submit a course withdrawal form to the Office of the Registrar. The period for withdrawals is given in the "Date & Deadlines" section on the OCAD U website. If a student does not withdraw officially and his or her name appears on your grade sheet at the end of term, assign that student a grade of zero and check the 'not attending' box.

DURING THE TERM**Students' Submission of Assignments**

Strongly encourage students to keep draft work and copies of their essays and assignments, as these may be required by you for later review or in the event of a petition or grade appeal. Students are responsible for ensuring that assignments are delivered into your hands. If under special circumstances students cannot submit an assignment or project during class or during your office hours, you may permit them to take it to the Faculty Office to be date stamped as proof of when it was completed. However, Faculty Offices do not have much storage space and generally will not keep projects for you to pick up on an indefinite basis, so this practice is not recommended.

Students may wish to leave an assignment in your mailbox after it has been date stamped. This isn't necessarily a safe practice, nor should you accept responsibility for papers that students say they slipped under your office door. If you do not receive the assignment, the student has no proof that he or she actually submitted it. Again, to ensure that assignments do not go missing, advise students to submit them directly to you.

Grading Scheme and Grade Distribution Policy

Set up your grading criteria in Canvas before classes begin and enter the individual grades throughout the semester. At the end of the semester, review the final grades and once they are complete submit them electronically to your Associate Dean for approval. The grading system will calculate the grade distribution for your class and you will be required to submit a note of explanation if it falls outside of the policy. Grades must be submitted in percentages. The following descriptions will help you to determine the qualities of an A assignment, a B assignment, and so on.

90-100% A+ = Exceptional

Exceeded expectations in demonstrating knowledge of concepts and/or techniques, and exceptional skill in their application in satisfying the requirements of a course.

80-89% A = Excellent

Demonstrated a thorough knowledge of concepts and/or techniques, and with a very high degree of skill in their application in satisfying the requirements of a course.

70-79% B = Good

Demonstrated a good knowledge of concepts and/or techniques, and considerable skill in their application in satisfying the requirements of a course.

65-69% C = Satisfactory

Demonstrated a satisfactory level of knowledge of concepts and/or techniques and competence in their application in satisfying the requirements of a course.

60-64% C = Low Satisfactory

Demonstrated a level of knowledge of concepts and/or techniques and their application to the requirements of the course that was minimally satisfactory in an elective or non-major subject, but unsatisfactory in a core course of the student's major subject.

50-59% D = Poor

Demonstrated minimal knowledge and ability to apply concepts and/or techniques in satisfying the requirements of a course.

0-49% F = Fail

Failure to meet minimum course requirements

Distribution Policy

In principle and in practice, grades should be the result of a transparent evaluation process and fairly reflect a student's effort and performance in a given course. The University's grade distribution policy is intended to standardize grading policies across the University.

For more information regarding this policy, please consult the "Policies" section of this Handbook for "Clarification of Grade Distribution Policy: Information for Students and Faculty."

At the end of the term, you must submit both grades and the distribution of grades in your course(s) to your Associate Dean. The grade distribution will look something like this and is in accordance with the Grade Distribution Policy:

GRADE	100 & 200 LEVEL COURSES	300 & 400 LEVEL COURSES
A+	Not more than 5%	Not more than 5%
A	5%-20%	5%-25%
A+B combined	Not more than 65%	Not more than 70%
F	Not more than 15%	Not more than 15%
Target Average Grade/Mark	C+ (65-69%)	B (70-74%)

GRADE DISTRIBUTION:

To be completed by the course instructor.

Total number of results reported: _____

Class Average: _____

GRADE		NO. OF STUDENTS	PERCENTAGE (%)
A+	90-100%		
A	89-89%		
A+/B combined			
B	70-79%		
C	65-69%		
C-	60-64%		
D	50-59%		
F	1-49%		
Other			

You will submit your grades online through Canvas. Your Associate Dean will review your grades and either approve them for submission to the Office of the Registrar or return them for correction or further explanation.

Returning Graded Assignments

Because students benefit from frequent feedback, give assignments at regular intervals and return graded assignments within a reasonable period of time. In each evaluation, provide feedback on how the work can be improved.

Protect student confidentiality when handing back graded assignments to students. For example, return graded assignments in class; do not leave them outside your office to be picked up. If students miss a class when an assignment is returned, tell them they can pick it up from you in your office during office hours. Remind students to keep copies of graded assignments until after their grades are public in case they need to appeal a grade.

You **MUST** provide each student with a written numerical interim grade based on the student's work to date at least one week before the last day to withdraw from the course without academic penalty (for the exact date, see "Dates & Deadlines" on the OCAD U website). If you are teaching a Liberal Arts & Sciences course, you will **NOT** return graded final exams to students. Final exams remain on file in the appropriate Faculty Office for one year after final grade reports are issued. In addition, if you teach a Liberal Arts & Sciences course, keep any unclaimed works until the end of the semester following completion of the course.

Student Attendance & Participation Policy

OCAD U expects students to attend classes and participate in them by the standards established by the teaching faculty and as stated in the published policies. Students' full participation is essential to their education. Given that students benefit from an active involvement with faculty members and with their fellow students in classes, OCAD U requires that students attend classes on a regular basis and that they participate fully in them. Please note: A student with three or more unexcused absences may be assigned a failing grade for that course. Student participation includes some or all of the following: arriving on time and listening in class, being prepared, sharing ideas, concepts and creative exploration, sharing conceptual development in progress, cooperating in group projects, analyzing and offering opinions during class discussion, being an active participant in critique.

Academic Misconduct

Academic misconduct is behaviour that violates basic principles of academic, scholastic or artistic integrity. Commonly regarded as cheating, academic misconduct is broadly understood to mean behavior that interferes with or attempts to interfere with the integrity of the learning environment. Such behaviour, including any violation of the Canadian Copyright Act, has the potential effect of unfairly promoting or enhancing one's academic standing or grade, or of assisting another student in the pursuit of such an outcome.

You should include a written warning regarding academic misconduct in your course outlines and advise students that penalties can range from failure in the assignment to expulsion from the University. If you suspect academic misconduct, discuss the matter with the student first. If you are satisfied that the student is innocent, the matter ends, unless additional evidence comes to your attention. If you still believe that academic misconduct has taken place, inform your Dean or designate within seven days of the allegation and provide the Dean with any materials in support of the allegation. The Dean will examine the evidence and may meet with you and/or the student to determine whether misconduct has occurred, and assign a penalty.

Availability to Students

Being available to advise and consult with students outside of classroom and studio hours is one of your teaching-related responsibilities. In addition to putting office hours in the course outline, post them on your office door and be in the office during those times. If you need to cancel office hours, try to notify your students ahead of time in class. If you cannot advise students ahead of time, put a note on your door explaining that office hours are cancelled for that day. Office hours may also be on-line. In this case we recommend you be specific about when you will respond to chat, text or email (for example, Thursdays from 2:00 - 4:00 pm). All office hours should not be on-line; make yourself available in person at least one hour per week and more often toward the end of the semester.

CAMPUS LOCATION

Main Building, 100 McCaul Street

The main building at 100 McCaul Street contains the Great Hall, OCAD U's central gathering and orientation space, as well as mixed use space including lecture theatres, exhibition space, and e-classrooms and studios primarily for programs in the Faculty of Art and Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. The administrative office of the Faculty of Art is located in Room 401, Level 4. Administrative offices for the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies are located in Room 315, Level 3.

Sharp Centre for Design, 100 McCaul Street

OCAD University's award-winning facility is accessed through the 100 McCaul Street main building. It houses classrooms and studios primarily for the Faculty of Design, with some mixed-use space. The administrative offices of the Faculty of Design are located in Room 500, Level 5.

Annex Building, 113 McCaul Street

Located directly across from the main building at 113 McCaul Street, this facility is accessed through the Village by the Grange commercial complex. This space houses the Dorothy H. Hoover Library, studios and classrooms for the first-year courses and Liberal Arts & Sciences courses, the Aboriginal Visual Culture Centre, the Centre for Innovation in Art & Design Education (CIADE) and the Writing & Learning Centre.

The Learning Zone, 122 St. Patrick Street

The Learning Zone is OCAD U's newest library space; an alternative work area where students can collaborate with other students and faculty, or seek advice from Library staff. Access is from inside the Village by the Grange Mall (Level 1).

Rosalie Sharp Pavilion, 115 McCaul Street

The majority of OCAD University's administrative operations are located at 115 McCaul Street, including the President, Vice-President Academic, Vice-President Finance and Administration, Associate Vice-President Students, Associate Vice-President University Relations, the Office of the Registrar, Human Resources, Finance, Facilities & Planning and Campus Services & Security.

OCAD Student Gallery, 52 McCaul Street

The OCAD U Student Gallery is committed to the professional exhibition of works by OCAD University students and recent alumni.

Aboveground Art Supplies, 74 McCaul Street

The current tenant of OCAD U's oldest campus building at 74 McCaul Street is located just south of the main building.

Butterfield Park

OCAD University's outdoor area, underneath the Sharp Centre for Design, provides informal meeting space for the OCAD University community and general public.

Student Centre, 51 McCaul Street

OCAD University's student centre at 51 McCaul Street was designed by award-winning Baird Sampson Neuert Architects of Toronto, and houses a working streetcar loop. It is home to four administrative departments: Financial Aid & Awards, Student Success Programs, the Health & Wellness Centre and the Centre for Students with Disabilities, as well as the Student Union.

Drawing & Painting Thesis and Directed Studio space, 100 McCaul Street, 60 McCaul Street, 205 Richmond Street

Fourth-year Thesis and Directed Studies students in Drawing & Painting are housed in multiple designated studio locations where students can interact in various interdisciplinary ways.

Inclusive Design Institute, 49 McCaul Street

The Inclusive Design Institute is a leading applied research centre established to ensure that everyone can participate in our digitally transformed society. With eight postsecondary partner institutions and more than 100 multi-sector collaborators, this regional centre of expertise will prepare Ontario to respond to the increased demand worldwide for inclusive digital systems and practices, a demand that is intensified by an aging population and the adoption of accessibility legislation by all major trading partners. The Institute's work is focused into four research clusters: Design and Development, Business Case, Policies, Standards & Legislation, Mobile & Pervasive Computing and Information & Implementation Practices. The IDI's laboratories and collection space are located in three main areas on campus. The Participatory Inclusive Design Lab and Accessible Performance Lab are located at 49 McCaul Street. The other two labs are located at 205 and 230 Richmond Street.

205 Richmond Street West (at Duncan)

Historically known as the "New Textile Building", this seven-storey office structure is approximately 70,000 sq ft in size. This building currently houses Graduate Exhibition Space, the Inclusive Design Research Centre, Development & Alumni Relations, Marketing & Communications, the Strategic Innovation Lab (sLab), Research & Graduate Studies and Digital Futures Initiative Offices.

230-240 Richmond Street West (at Duncan)

This space is currently home to Admissions & Recruitment, Visual Resources, Special Collections and Archives and the Onsite [at] OCAD U gallery.

For hours of operation please visit:

http://www.ocadu.ca/about_ocad/overview/hours_of_operation.htm

Inclement Weather Policy

OCAD U remains open, regardless of weather conditions. Under severe weather conditions, or in case of emergency, the President or a designate will decide whether to close the University. If the work day has not begun, the closure will be announced over the following media outlets.

Radio: CFRB 1010 AM; CBC 99.1 FM; CHUM 1050 AM TV: CITY TV, chan. 57, cable 7; CFTO TV, chan. 9, cable 8.

Listen to these stations for an announcement regarding cancellation of classes or phone the University's voice mail system at 416-977-6000. If the work day has commenced, the Deans will inform their faculty, including those teaching evening classes, of the closure.

Cancelling a Class

If you must cancel a class because of illness, phone your Faculty Office and ask what arrangements should be made. If you know in advance that you will be away for professional reasons, you must arrange for a replacement with the approval of your Associate Dean.

END OF TERM**Final Exams and Critiques**

Final exams and critiques are held at designated times after the twelfth week of classes (see important information on scheduling final exams and critiques in the "Getting Started" section of the Handbook and "Dates & Deadlines" on the website or contact your Faculty Office for more specific information). Students must be notified well in advance of the dates of final examinations and critiques through course outlines and class announcements. If a student does not attend the final examination or critique and has not requested a deferred examination, he or she will be assigned a mark of zero for that portion of the final course grade.

Please see "Final Exam Protocols" in the "Policies" section of this Handbook for more information.

Extending Deadlines for Exams

You may grant a request for a deferred examination up until the final deadline for incomplete grades, at your discretion, but in consultation with your Associate Dean. You must be prepared to provide an alternative version of the examination to your Faculty Office. Students may ask for deferment on medical or compassionate grounds and must notify you and request permission in writing from the appropriate Faculty Office. Deferment based on religious grounds must be requested within two weeks of the first class. Deferment will not be granted on the basis of scheduling conflicts arising from a student's personal commitments, including employment and travel. There is normally a \$70 fee for deferral exams. Please consult the "Policies" section at the back of this book for the "Policy on Academic Considerations for Religious Observances." Students requesting deferment beyond the final deadline for submission of incomplete grades and grade changes must apply for the extension through the student petitions process. They should contact the Records Administrator in the Office of the Registrar to initiate this process.

Submission of Final Grades

Close to the end of term, you will receive notice of the deadline for final grade submission from the Office of the Registrar. If you need assistance in using the online grading facility, contact the IT Helpdesk (see information about the grading scheme and grade distribution policy in "During the Term" and "Policies" sections of the website). Submit your final grades by the due date listed in the "Dates & Deadlines" section of the website. Grades will be submitted to your Associate Dean for approval and are accompanied by a percentage breakdown of the grades being assigned.

Incomplete Grades

At the discretion of the teaching faculty and only at the request of the student, an incomplete grade may be assigned when the student has not completed sufficient course requirements. It is accompanied by a minimum default grade (the grade the student has acquired to date), which becomes the final grade when no additional work is accepted by the faculty within deadlines set by the University. Faculty members are not authorized to extend University deadlines. Incomplete grades must be completed and a revised grade submitted to your Faculty Office by the dates specified in the "Dates & Deadlines" section of the OCAD U website. The default grade submitted becomes the final grade if work is not completed by these dates. If no default grade has been submitted, an F(O) is recorded on the student's academic record. The form for submitting incomplete and/or revised grades is available online through Canvas.

Grade Changes

You may submit grade changes up to the deadline published in “Dates & Deadlines” on the OCAD U website. Send a signed form including the revised grade and resulting revised grade distribution to your Associate Dean. At this point you do not have to state a reason for the change. However, if you submit a grade change after the deadline, you must indicate the reason (such as the fact that you agree with the student’s appeal of the grade because you made an error in calculating it). Note that you may not request a grade change for student work submitted after the deadline.

Grade Appeals & Petitions

When a student disagrees with the grade assigned in a particular course, the student must first discuss the matter with you informally. If there has been a clerical or administrative error or if, after the discussion, you wish to change the grade, you may notify your Associate Dean of the error or the change. If you do not agree to change the grade and the student wishes to proceed with the appeal, he/she must submit a written statement of appeal to the Office of the Registrar by the published deadline. You will receive a copy of the student’s statement and will be asked to respond, in writing, by providing information on your method of evaluation for the course and the method in which you applied this evaluation. If the student wishes to continue the appeal, there are two further stages.

A petition is a written request from a student seeking exception to or relief from University rules and regulations with respect to deadlines, fees, and refunds because of extenuating circumstances such as illness or family bereavement. A student initiates the petition process by completing a petition form and a letter plus any relevant documentation in support of the petition.

OCAD UNIVERSITY’S 98TH ANNUAL GRADUATE EXHIBITION

From Thursday, May 2 until Sunday, May 5, 2013, the OCAD University community, invited guests and the general public are invited to our annual Graduate Exhibition. An estimated 25 000+ people visit OCAD U to see our graduating students transform the University’s Main Building and Sharp Centre for Design into an extraordinary exhibition of emerging talent in all areas of art and design. Admission is pay-what-you-can. Faculty members are strongly encouraged to contact their Chairs and Faculty Offices for more information on how to get involved.

Tentative Schedule for 2013**Thursday, May 2**

Opening Night of the 98th annual Graduate Exhibition
6:30 – 11 p.m.

Friday, May 3

High School Visits and General Public Hours
9:30 a.m. – 8 p.m.

Saturday, May 4

General Public Hours
11 a.m. – 5 p.m.

Sunday, May 5

General Public Hours
11 a.m. – 5 p.m.

For the confirmed schedule and other information, please check www.ocadu.ca/gradex early in 2013.

**TEACHING & LEARNING
SUPPORT**

THE CENTRE FOR INNOVATION IN ART & DESIGN EDUCATION

Location: 113 McCaul, Level 5

Hours: Reception, Monday to Friday,
9:00 a.m. to 5:00 p.m.

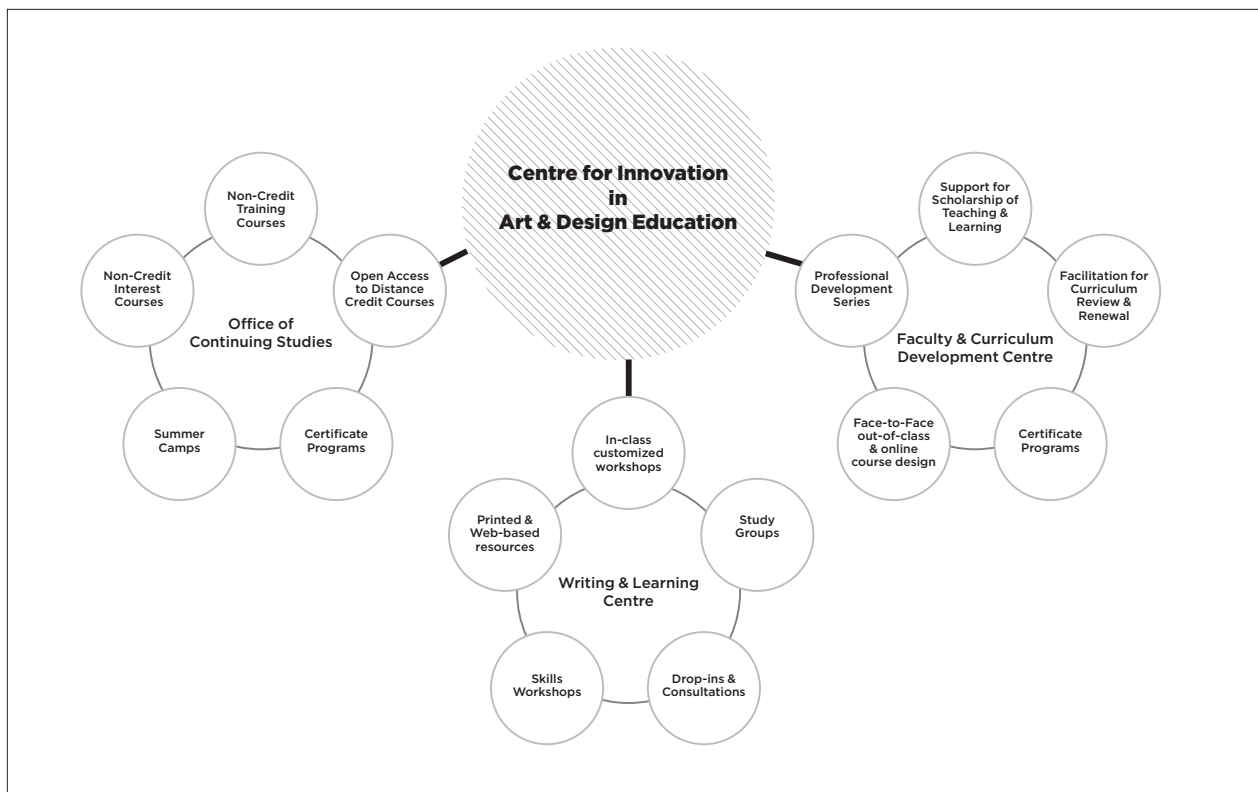
Director: Mary Wilson, mwilson@ocadu.ca, ext. 3358

The Centre for Innovation in Art & Design Education (CIADE) supports campus-wide efforts to enrich the educational experiences of our teachers and learners - particularly in areas of strategic priority such as academic support services for students, professional development for faculty, curriculum review and renewal processes, support for experiential learning (i.e. Field Studies, Internships, Service-Learning), hybrid and distance course design and delivery, and continuing studies.

The CIADE was founded in 2010 to:

1. Work collaboratively with campus partners to enrich the teaching and learning environment at OCAD University and promote the adoption of effective and innovative educational practices,
2. Lead the process of defining OCAD U's e-learning strategy and support elect, adopt and disseminate educationally effective e-learning tools,
3. Lead the process of defining and expanding for-credit Contextual Learning opportunities for OCAD U students and create a centralized support and coordination function for faculty, students and community and industry partners engaged in Contextual Learning,
4. Improve the quality of student writing and study skills and student engagement in educationally purposeful activities,
5. Contribute to policy development, advocacy and the clear constitution and focused pursuit of priorities for improving teaching and learning institutionally, provincially and nationally through service on committees, organizations and through scholarly research and publication,
6. Guide the growth and development of the Office of Continuing Studies

The CIADE consists of three different, but complementary units:



FACULTY & CURRICULUM DEVELOPMENT CENTRE

Location: 113 McCaul, Level 5

Hours: Reception, Monday to Friday, 9:00 a.m. to 5:00 p.m.

Manager: Carol Roderick, croderick@ocadu.ca, Ext. 2787

The Faculty & Curriculum Development Centre exists for the benefit of all tenure track, continuing appointment and sessional instructors, as well as a growing number of staff and graduate and undergraduate teaching assistants who wish to advance their knowledge and skills as educators. The Centre supports innovation in credit and non-credit course design and delivery as well as scholarly research into, and application of, effective educational practices. The Faculty & Curriculum Development Centre serves all instructional staff through:

- individual and group consultations
- workshops, demonstrations, presentations, professional development series and institutes
- process facilitation
- mentorship programs and communities of practice
- resource creation

The Faculty & Curriculum Development Centre provides resources, supports, and programs in the following areas:

- Course and curriculum design and delivery
- Effective uses of e-learning technologies for hybrid and distance learning
- Assessment strategies
- Defining learning objectives
- Instructional techniques
- Graduate student teaching development
- Design of for-credit contextual learning opportunities including field work, internships, service-learning practicum, and cooperative education
- Research and publication in the Scholarship of Teaching and Learning

OFFICE OF CONTINUING STUDIES

Location: 285 Dundas Street West

Hours: Reception, Monday to Friday, 9:00 a.m. to 5:00 p.m.

Manager: Evan Tapper, etapper@ocadu.ca, ext. 2264

The Office of Continuing Studies at OCAD U offers a wide range of courses. Non-credit certificates are offered in digital media, studio art, and design skills. Courses are generally scheduled on weekday evenings

and Saturdays in OCAD U facilities. This year a number of courses will be offered online. Courses in the following areas will be offered in the 2012-13 academic year: Web Design; Graphic Design; Software Design and Interactive Media; Drawing, Painting and Illustration; Photography; 3D Design and Sculpture; Sustainable Art and Design; Contemporary Art History and Practice; Poetry & Performance. For more information visit the Office of Continuing Studies website: <https://continuingstudies.ocad.ca/>

Full-time faculty may now apply for professional development funding for Continuing Studies courses. Please contact the Office of the Vice-President, Academic for more information.

WRITING & LEARNING CENTRE

Location: 113 McCaul, Level 5, Room 1510

Hours: Reception, Monday to Friday, 9:00 a.m. to 5:00 p.m.

Manager: Susan Ferguson, sferguson@ocadu.ca, ext. 375

The Writing & Learning Centre (WLC) is the University's primary academic resource and support centre in the areas of writing, critical thinking, critical reading, studio learning and study skills. We provide a range of free services to OCAD U undergraduate and graduate students, as well as to faculty. The WLC's services and programs include both supplemental programming aimed at the general student community as well as initiatives designed for students with specialized academic needs such as First Year, Thesis Year and English as a Second Language (ESL) students. In all our programs, we seek to provide a supportive, collaborative learning environment for students to better understand themselves as learners and develop skills and approaches to help them achieve their educational goals. Look for printable handouts on academic writing and study skills, avoiding plagiarism and strategies for successful studio critiques on the WLC website.

Programs for Students

The Writing & Learning Centre offers students:

- One-on-one tutoring appointments and drop-in services
- Study groups for first year Visual Studies courses
- Specialized Tutors dedicated to working with 3rd and 4th year writers, ESL students, and students with learning skills challenges
- Tutoring Mini-series for ESL students on grammar and vocabulary skills
- Tutoring by SKYPE™ for students unable to access the WLC in person
- Studio visits and studio learning skills appointments for 3rd and 4th year students

- Workshops on writing, avoiding plagiarism, and critique skills
- Printed and web-based resource materials for writing and academic skills

Programs for Instructors

The Writing & Learning Centre offers Instructors:

- Customized student writing workshops for OCAD U classes
- Interactive in-class critique skills LABs to prepare students for their studio critiques
- Consultations on design of writing assignments and integrating support for critical reading and writing with course objectives
- Strategies for giving effective feedback on writing assignments
- Strategies for teaching appropriate use of sources and avoiding plagiarism
- Strategies for supporting ESL learners in the classroom

Guiding Student and Faculty Expectations

The Writing & Learning Centre supports students throughout the writing process, from brainstorming ideas to final polishing. While we do help students identify and revise sentence-level errors, this help is offered in the context of the student's overall communicative goals for the assignment. We do not provide students with a proofreading service. For ESL students we offer a similar range of kinds of help in our regular tutoring sessions, as well as tutoring Mini-Series to work more intensively on grammar and vocabulary, and general advice on developing English language skills. We are not, however, able to provide comprehensive second language instruction.

OFFICE OF THE ASSOCIATE VICE-PRESIDENT, RESEARCH AND DEAN, GRADUATE STUDIES

OCAD U has taken an integrated approach to research and graduate studies and has been developing carefully selected graduate programs to fill identified niches, which are complemented by expanded research activity. This activity is overseen by the Associate Vice-President, Research and Dean, Graduate Studies. Reporting to the President and working closely with the Senate and its sub-committees and the Vice-President, Academic, Dr. Helmut Reichenbächer is responsible for creating, expanding and focusing OCAD U's growing research activities and overseeing OCAD U's six Master's programs as well as developing additional graduate programs, policies and procedures. Specific duties of the Office include:

Research

- Identification of research funding and other resources
- Building of support structures
- Assistance in the development, submission and tracking of grant proposals and contracts
- Development and oversight of research policy
- Liaison with funding agencies on behalf of OCAD U researchers
- Liaison with business and industry to develop relationships and funding sources for research
- Implementation and oversight of research groups and institutes
- Oversight of partnership agreements related to research
- Oversight of ethical considerations and certification (in conjunction with the Research Ethics Board)
- Establishment and administration of research accounts
- Representation of OCAD U regionally, nationally and internationally with respect to research organizations
- Publicity of research opportunities and results internally and externally

Contact: Jane Burns, Manager, Research
Ext. 474, jburns@ocadu.ca

Graduate Studies

- Leadership in developing, implementing and expanding graduate studies activity at OCAD University
- Quality assurance of graduate studies and oversight of internal and external approvals processes.
- Ongoing development of policies and procedures related to graduate programs and graduate students
- Promotion of the welfare of graduate students
- Administration of graduate fellowships and scholarships (internal and external)
- Oversight of graduate admission process and maintenance of student records
- Participation in advertising and promotion of graduate programs
- Coordination of graduate faculty teaching and supervisory assignments
- Liaising with Faculties and faculty members regarding graduate student teaching and research assistantships
- Oversight of Graduate Gallery, a student exhibition space
- Representation of OCAD U regionally, nationally and internationally with respect to graduate studies

Contact: Sarah Hildebrandt, Manager, Graduate Studies
Ext. 455, shildebrandt@ocadu.ca

DOROTHY H. HOOVER LIBRARY**Location:** 113 McCaul Street, Level 2**Hours:** Fall/Winter: Mon to Fri: 8 a.m. to 8:45 p.m.; Sat. 11 a.m. to 5:45 p.m.

Summer: Mon to Fri: 9 a.m. to 6:45 p.m.

Contact: Circulation Desk, Ext. 358: overdue items, fines, reserve items, policies
Reference Desk, Ext. 334: research and information services**WEB SEARCH TOOLS**www.ocadu.ca/library**Library catalogue:** books, DVDs, videos, exhibition catalogues, rare books, artist's books**MyAccount:** renew books online**Racer/VDX:** for online inter-library loans requests**Databases A – Z:** peer-reviewed journal articles, books, images, videos, materials, statistics**AGent:** search engine for all major licensed database collections**E-Journal Portal:** check specific journal titles for full-text access**RefWorks:** bibliographic management database**ACCESS SERVICES: Print Material****Borrowing:** use valid OCAD University ID card to sign out circulating (CIRC) materials from the library collection. Reference Note: rare books (RBC) and artist's books (BKW) can only be viewed in the library space. Reference Books (REF) or Quick Reference Books (QUI REF) can be signed out for up to one week; faculty must ask circulation staff for these extended loan privileges.**Extended Loans:** are not given automatically; faculty must ask circulation staff to borrow materials for longer than the standard 2 week period.**Renewals:** using My Account (through Library Catalogue) up to five times. Telephone renewals are not available and overdue items cannot be renewed online.**Holds:** if a book is signed out, select "Request Item" button in Library Catalogue.**Overdue Items:** overdue notices are not sent, so check "My Account" regularly. Overdue books cannot be renewed online.**Fines:** all OCAD University faculty are subject to library rules and policies. Faculty who have not returned books or cleared their fines by the end of the term will lose borrowing privileges.**Reserve Books:** to ensure equitable access for course textbooks, place books from the OCAD University Library collection on Reserve; a minimum of one week notice is required.**Contact:** Ext. 358 or lhenderson@ocadu.ca.**Acquisitions:** to order books for the library collection, complete an Acquisition Request Form, available at the Reference Desk or the library website. All orders are subject to budgetary considerations.

Note: rare books and artists' books are collected primarily by donations.

Contact: For Art and Design, Ext. 343, rfabbro@ocadu.ca
For Liberal Arts & Sciences and School of Interdisciplinary Studies, Ext. 217, dpayne@ocadu.ca**ACCESS SERVICES: Electronic Resources****E-Reserves:** Need an alternative for course packs?

These compilations can be expensive because they are unique custom-made textbooks with more than 80% of the purchase price allotted for copyright clearance alone. Contact the library's new E-Reserve and E-Learning department and find out how you can begin creating electronic reading lists for your students.

Contact: telliott@ocadu.ca**MEDIA****Borrowing:** use valid OCAD University Photo ID card to sign out circulating DVDs, videos for overnight loans.**Renewals:** renew online up to two times using My Account (through Library Catalogue). No telephone renewals are available and overdue items cannot be renewed online.**Holds:** not available for Videos or DVDs.**Bookings:** to reserve videos, DVDs for in-class use, complete a Media Loan Form, available at the Circulation Desk or the library website.

- The Image Collection will not digitize images already in the digital image database or in any of the other image databases to which the OCAD University Library subscribes. A list of these resources is available from: http://www.ocadu.ca/library/web_links/online_img_collections.htm.

Contact: Janice Perrin, Ext. 254 or jperrin@ocadu.ca to submit a completed form.**Inter-Film Loans:** search <http://media2.uwaterloo.ca/> to find circulating videos, DVDs from Ontario university libraries that can be delivered to the OCAD University Library.**Contact:** Janice Perrin, Ext. 254, jperrin@ocadu.ca

Public Performance Rights: all media in the OCAD University collection, or borrowed using Inter-Film Loans, are covered by public performance rights; always use the OCAD University Library to secure all media shown in classrooms, studios or for other events held on campus.

Contact: Victoria Sigurdson,
Ext. 344, vsigurdson@ocadu.ca

FINDING BOOKS, ARTICLES, EXHIBITION CATALOGUES, ARTISTS' BOOKS, VIDEOS, DVDS

Library Catalogue: for all materials in the physical library collection; for DVDs, Videos in library collection. Use advanced search to locate media by subject then limit by material type (Videos or DVDs).

Encyclopedias: access almost 600 titles including Oxford Art Online (formerly Grove Art) or Credo Reference to search through 500 reference titles in all subject areas.

E-books: search Ebrary for almost 100,000 titles on or off campus.

E-Journals: use Databases by Subject, Databases A-Z or AAgent to search almost 60,000 academic, professional and trade periodicals.

E-Journal Portal: to find whether OCAD U Library licenses a specific journal and to search within this individual title.

Images & Videos: access Visual Resource collection (available through MyCourses) for fine art and design images, archival photographs, art and design produced by OCAD University students, faculty and alumni.

Licensed Images & Videos: use Databases A-Z for access Alexander Street Press Theatre in Video, Art Museum Image Gallery, ArtStor or AP Multimedia Archive.

Alerts and RSS Feeds: most databases allow users to set up automatic notification for search terms or subjects of your choice; ask a reference librarian to set up accounts for up-to-date notification of publications in your field of interest.

RefWorks: allows users to organize citations from library catalogues and licensed online databases. Used worldwide, it offers instantaneous formatting of bibliographies in all recognized citation formats, including ones required by individual academic journals.

REFERENCE SERVICES

Reference Desk: talk to reference librarians for all of your research needs; the desk is staffed during all library operating hours.

Contact: Reference Desk
Ext. 334 or dpayne@ocadu.ca or
rfabbro@ocadu.ca

Faculty Development: Individual instruction is offered to faculty in accessing electronic resources and using RefWorks to manage citations.

Contact: Daniel Payne
Ext. 217 or dpayne@ocadu.ca

In-Class Information Seminars: faculty are strongly encouraged to book reference librarians to offer in-class or studio seminars. OCAD University librarians seek to partner with teaching faculty to ensure that all creative researchers can find information efficiently, effectively and ethically.

Contact: For Art and Design, Robert Fabbro
Ext. 343, rfabbro@ocadu.ca
For Visual Culture and Liberal Arts & Sciences and School of Interdisciplinary Studies, Daniel Payne
Ext. 217, dpayne@ocadu.ca

Learning Zone

Mission: The Learning Zone is a supported hands-on, self-serve area for OCAD U students. The purpose of the Learning Zone is to enrich the student learning experience, to provide them with meaningful extracurricular programmatic content, current information and useful training opportunities.

Events and programming must be conducive to an environment where people are concurrently working in the space. Classes are welcome to use the Learning Zone on an occasional basis when use of the facility is conducive to the instructors chosen teaching or learning methods. Requests to book the Learning zone are assessed on a case-by-case basis and must be made **at least one week in advance.**

Contact: Marta Chudolinska
Ext. 2529, mchudolinska@ocadu.ca

Partnerships

The OCAD University Library is a member of:

- Art Libraries Society of North America (ARLIS/NA), www.arlisna.org/
- Visual Resources Association (VRA), www.vraweb.org/
- Library Directors' subgroup of the Association of Independent Colleges of Art & Design (AICAD), <http://aicad.org/>
- Ontario Council of University Libraries (OCUL) and partners in the Scholars Portal initiative, www.ocul.on.ca
- Canadian Research Knowledge Network and partners in Social Sciences & Humanities content expansion project (CRKN), www.crkn.ca/

VISUAL RESOURCES & SPECIAL COLLECTIONS

The following information is also available from the Visual Resources homepage:

http://www.ocadu.ca/library/visual_resources.htm

Visual Resources & Special Collections, located on the 3rd floor at 230 Richmond St. W. (Room 8326), provides access to the University's image collections, video collections and the University's archives (including archival video/media materials).

For in-class video screenings, titles must be booked at least 2 weeks prior to screening date. If a title you require is not available in the Library collection, the OCAD U Library has a video-sharing agreement with other universities through Interfilm. Titles can be searched via Interfilm's online catalogue at: <http://media2.uwaterloo.ca/htbin/wwform/082/wwk770>. To book videos/DVDs from Interfilm **at least 4 weeks** notice is required.

Contact: Janice Perrin, Visual Resources Technician
Ext. 254 or jperrin@ocadu.ca

Borrowers of InterFilm films agree to the following Interfilm Service Copyright Agreement:

- Faculty of OCAD University may use the Ontario Universities Interfilm Service for teaching and research purposes while on OCAD U's campus.
- All films are copyrighted. Interfilm videotapes or DVD's may not be used for the preparation of any publication, scholarly or otherwise; or for any purpose other than teaching or research.
- All users must agree not to re-sell, lease, transfer, sub-license or otherwise distribute a copy of any Interfilms, in whole or in part.
- Users agree not to modify, corrupt, or alter any video/film content or the like.

Requesting Video Materials for the OCAD University Library

Requests must be received **6-8 weeks** in advance to allow for procurement, shipping, and processing.

Contact: Victoria Sigurdson, Head, Visual Resources & Special Collections
Ext. 344 or vsigurdson@ocadu.ca.

All acquisitions for the OCAD University Library video collection are made by Visual Resources & Special Collections subject to the availability of funds and the Video Purchasing Guidelines below. Reimbursements are not provided for any materials purchased otherwise. Streaming video files are considered on a case-by-case basis due to specialized technical requirements.

All DVDs must be encoded in the NTSC standard and playable in Region 1. VHS format tapes are no longer purchased (as of July 1st, 2007).

Video Purchasing Guidelines:

When evaluating video titles for acquisition, following criteria are considered:

- educational or public performance rights licensing availability
- closed-captioning and descriptive video options
- the title's inclusion in a course syllabus as either a required or recommended resource
- whether or not the title is intended to be used for more than one course or term of study
- whether or not the title has been previewed by faculty
- the title's relevance to curriculum in multiple areas of study or the level of general interest the title presents to the OCAD University community
- the representation of the title's subject area, genre, or creator by titles already held in the OCAD University Library video collection

The University's Digital Image Database is available from: <https://imagelibrary.ocadu.ca/>

The digital image database is available to faculty and students for research and instructional purposes through the closed campus network on the MyCourses platform. For details on how to place a request for the addition of images to the database, please see the policies below.

Contact: Scott Hillis, Visual Resources Coordinator
Ext. 273 or shillis@ocadu.ca

Image Production

OCAD University faculty may request the production or purchase of new **digital images** for instructional purposes. If images are to be digitized or photographed, and cataloged into a database, faculty requesting these images should be certain they will use the images for that specific term. This service is free of charge.

Timelines

A minimum of **2 weeks** notice is required for production of up to 50 images at a time.

Ownership

It is understood that all images prepared by request permanently become part of OCAD University's Image Collection.

Source Material

Images selected from OCAD University Library books are preferred since we will need the publication to catalog the images for up to 2 weeks.

Requestors must verify that requested images are not already in the library's image resources before submitting orders: http://www.ocadu.ca/library/web_links/online_img_collections.htm

The following source materials are not viable for this service:

- Images from personal image collections for which the requestor does not own the copyright
- Low quality images derived from the internet
- Newspaper clippings
- Double-page spread images where the gutter of the book runs through the image
- Images smaller than 3" x 3"

Entire volumes will not be digitized unless they are in the public domain or they are licensed in a way that allows for reproduction.

Requestors must provide complete identification for requested material if it is not identified in the publication. The general rule for image identification purposes is: who, what, when, where, and how for each image.

Example:

Who: Frank Lloyd Wright
 What: Darwin Martin House
 When: 1904
 Where: Buffalo, New York
 How: Brick and mortar

Image Collection Database Copyright Agreement

Borrowers of digital images from the Image Collection must agree to the following (and sign the agreement as part of registering their membership to use the Image Collection):

- Faculty, students and staff of OCAD University and the staff and guests of the AGO may use the digital images for teaching and research purposes while on OCAD University campus.
- Many of the digital images are copyrighted. Digital images in the OCAD U Image Database may not be used for the preparation of any publication, scholarly or otherwise; or for any purpose other than teaching or research.
- All users must agree not to re-sell, lease, transfer, sub-license or otherwise distribute a copy of the images, in whole or in part.

- Users agree not to modify, corrupt, or alter any digital image graphic content or "digital watermark" or the like.
- Users also agree to forfeit any digital images borrowed from Visual Resources upon leaving their post at the OCAD University.

Archives

The Archives is the repository for OCAD U's historical institutional record. Holdings range primarily from 1912 and include governance and administrative records, student guides/handbooks/publications, course calendars, house publications; ephemera such as posters, flyers, cards and event related materials; 3,000+ images. Access to the Archives is by appointment only and is located within the Visual Resources & Special Collections offices at 230 Richmond Street, West, 3rd floor.

Contact: Lynn Austin, Archivist/Records Officer
 Ext. 201 or laustin@ocadu.ca.

INFORMATION TECHNOLOGY SERVICES

<http://www.ocadu.ca/it>

IT Help Desk

Room 317a
 Monday to Friday, 8:30 a.m. to 4:30 p.m.
 Ext. 277, ITHelp@ocadu.ca

About IT Services

OCAD U IT Services supports administrative and academic computing throughout OCAD U, including e-mail, printing, wired and wireless network access and security, mobile computing, office phones, digital capture and output, online curriculum support, Web hosting and other information systems.

Wireless Access & Authentication

Wireless access is available throughout the entire campus. Access to faculty computers and network services, both wired and wireless, requires authentication using your faculty e-mail username and password.

Please be advised that the OCAD U network is governed by the University's IT Acceptable Use Policy, which can be found at:

http://www.ocadu.ca/about_ocad/technology_media/it_services/support/IT_Policies_z_Guidelines.htm

Student & Faculty E-mail

The OCAD U student and faculty e-mail system is the official method of e-mail communication between faculty, students, and the University administration.

Academic Computing

Studio-based computing is provided at four main computer studios located in:

317f and 317g, Level 3 at 100 McCaul St.
665, Level 6 in the Sharp Centre for Design
1430, Level 4 at 113 McCaul St.

Reservations for computer studios, for conducting classes, should be submitted during curriculum scheduling to your Faculty Office. For one-time, special event, or last-minute bookings, please contact Barry Ellis at Ext. 614. Browse to <http://www.ocadu.ca/it> for more information.

Mobile Computing

OCAD University maintains mandatory and opt-in Laptop Programs in a number of program areas in the Faculty of Design, and now in the Faculty of Art. You can familiarize yourself with these programs and their relationship to curriculum here:

http://www.ocadu.ca/about_ocadu/technology_media/it_services/mobile_computing.htm

Laptop computers and accessories are available for sign-out and use in the classroom, and can be booked in advance at the following locations:

Laptop Program Help Desk

Room 664, 100 McCaul St. ext 444

First Year Laptop Help Desk

Room 1301, 113 McCaul St. ext 2789

AV Help Desk

Room 341, 100 McCaul St. ext 227

South Campus Help Desk

Room 7701, 205 Richmond St. ext 4655

Limited support for faculty-owned laptops is available. Students and faculty members who require support for mobile computing should visit the Laptop Program Help Desk in room 664 or the First Year Laptop Help Desk at 113 McCaul.

AV Help Desk

A variety of audio-visual equipment is available for instructional and presentation purposes. Items include laptops, data projectors/video projectors, DVD/VHS monitor combinations, slide projectors, opaque projectors, digital camcorders, as well as, digital still cameras. The AV Help Desk provides support for video conferencing and special events, please contact us in advance for any support requirements by emailing avbooking100@ocadu.ca.

Equipment must be reserved well in advance to ensure availability.

Smart Classroom Support

Many classrooms throughout campus are equipped with projectors and audio. A few of the larger classrooms have lecterns equipped with built-in computers. In order to access the technology in the smart classrooms a media kit is required. Media kits contain remote controls for the projectors as well as keys to the equipment. Please make sure to return media kits at the end of your class so that other faculty members can access them in a timely manner. **Always turn projectors off when not in use.** Smart classroom support is provided at the following buildings:

- 100 McCaul Street main building
 - AV Help Desk room 341
- 100 McCaul Street Sharp Center for Design
 - Laptop Help Desk room 664
- 113 McCaul Street
 - First Year Laptop Help Desk room 1301
- 205 Richmond Street
 - South Campus Help Desk room 7701

100 McCaul St. Room 341

Monday to Friday: 8:00 a.m. to 10:00 p.m.

Ext. 227, avbooking100@ocadu.ca

113 McCaul St. Learning Zone, Ground Floor

Monday to Friday: 8:00 a.m. to 10:00 p.m.

Ext. 353, avbooking113@ocadu.ca

205 Richmond St. Room 7701

Monday to Friday: 8:00 a.m. to 7:00 p.m.

Ext. 4655, avbooking205@ocadu.ca

Policies will not remain static and will change as necessary. The policies strive to serve the OCAD U community as a whole and will be thoroughly reviewed as needed.

Presentation & Video Conferencing Room

OCAD U has dedicated video conferencing facilities located in room 287 at 100 McCaul St. This room is set up to facilitate multi-user video conferencing sessions and can also be used for advanced presentation requirements. For more information visit: http://www.ocadu.ca/about_ocadu/technology_media/it_services/computer_studios/vc_agf.htm

Contact: AV Help Desk

Ext. 227 or avbooking100@ocadu.ca

Copy & Print Services

For more detailed information on Copy and Print services please visit the website: <http://www.ocadu.ca/sbonline>

Networked black & white printing is available campus-wide from computer studios, the Library and faculty offices. Individual faculty printing and copying is tracked and billed back to your home Faculty Office (Art, Design or Liberal Arts & Sciences and School of Interdisciplinary Studies) based on a per-print/copy fee. A list of printer locations can be found here http://www.ocadu.ca/about_ocad/technology_media/copyprint/Find_a_Printer.htm. Please note that the printers are titled by location in the print dialog box so be sure to select the correct printer.

Photocopiers are located at Faculty Copy Mailrooms: rooms 324, 402, 500f. There are also public copiers at 1510, 5103 or 7514 and level 1, 2 and 3 of 115 McCaul St. These copiers have the ability to scan to USB. There is a new card reader system. Instructions on how to set-up your card can be found at http://www.ocadu.ca/about_ocad/technology_media/copyprint/b_w_copying.htm

Walk up copy service or managed copy services are also available at room 225 at 100 McCaul St. at the Digital Print Centre. Walk up copy service requires either a copy card or a PIN number.

Digital Print Centre

For more detailed information about the Digital Print Centre please visit www.ocadu.ca/sbonline

High-end color printing and photocopy services are available at two Digital Print Centre locations: Room 225, Level 2, 100 McCaul Street, or Room 657, Sharp Centre for Design. An account code is needed by faculty members interested in printing their course-related materials in colour. They must first get approval from their department who will provide Copy & Print Services with an account code to charge. Pricing is available online and at the Digital Print Centres. Prints can be paid for with stock transfers (using the account code) or tickets (available from the OCAD U cashier, Level 1, 115 McCaul Street). Faculty are encouraged to contact Copy & Print Services regarding any assignments where students will require specialized print or copy services so that the best level of support is provided to meet the student's requirements.

Contact: Mark Goffin, Manager, Copy & Print Services
Ext. 203, mgoffin@ocadu.ca
Julie Thompson, Assistant, Copy & Print Services, Ext. 202, juliethompson@ocadu.ca

317C:

THE STORE FOR COMPUTERS & BOOKS

Location: Room 317c, Level 3, Main Building

317c: The Store for Computers & Books provides

students, staff and faculty access to educationally priced computing supplies such as hardware, software, peripherals and consumables. Product lines, support and services relevant to professional art and design practice are emphasized.

Custom publishing services for course packs with CSPI and other courseware materials are available through 317c. Comprehensive copyright clearance services will ensure compliance with all copyright legislation. Faculty members are recommended to submit material 3-4 weeks prior to the start of classes. Re-orders will be processed and in the store within 3-4 days. Courseware production cycles can be reduced significantly when all bibliographic information is included. A CSPI info kit and course pack order form can be picked up in store. Materials ready to be processed can be submitted directly to 317c. Textbook sales are also available. To arrive in a timely manner texts should be ordered well in advance of the start of classes. For instance, books ordered from overseas can take a month or so to arrive.

Contact Evelyn Junger, Senior Course Materials Coordinator at the U of T Book Store, at ejunger@uoftbookstore.com or (416) 640-5842 for details on course packs and textbook pricing & delivery. She's incredibly helpful and formidably efficient. Jillian Ness at CSPI can be reached at jillian.ness@coursepack.ca should you need any course pack help.

Regular hours:

Monday to Friday 9:00 a.m. to 6:00 p.m.
closed Saturday and Sunday

Extended hours of operation during September & January rush periods will be posted at the store and on our website: www.ocadu.ca/317c closer to the actual start of the rush.

Contact: Ken Walton, Store Manager,
Ext. 360, 361 (voice mail), kw Walton@campuscomputershop.com

**SCHOLARSHIP OF TEACHING
AND LEARNING
(SOTL) RESOURCES**

WHERE CAN I FIND SCHOLARLY RESOURCES ON EFFECTIVE TEACHING PRACTICES IN ART & DESIGN EDUCATION?

LIBRARY CATALOGUE

For print books at OCAD U Library; try some of the following searches:

- Type CIADE (Centre for Innovation in Art and Design Education) as a general keyword to access titles donated by this department OR
- Enter subject keywords terms such as “curriculum,” “critical pedagogy,” “educational innovations,” “art schools” etc. OR
- Combine keyword search terms such as creative* AND educat*; artist* AND learn*, etc. (Note: an asterisk searches variants of a root word to increase the number of results)

EBRARY FOR E-BOOKS AT OCAD U LIBRARY

For every search in the library catalogue, re-run the search in Ebrary. The library relies on e-books to provide books on most topics in liberal arts. Many key research works on the creative process are included.

JOURNAL DATABASES

Search for academic research articles from key education journals. There are a number of excellent journals relevant to studies in post-secondary Art & Design education. For example:

Art Education: The Journal of the National Art Education Association. This is an accessible journal in a magazine format. Article topics range from visual literacy to museum and gallery education to the pedagogy of images (available 2002-present in Art Full Text; 1948–2006 in JSTOR).

The Canadian Journal of Higher Education: This is the Canadian equivalent to The Journal of Higher Education and includes articles on, for example, instructional technologies, leadership in higher education administration, and distance education delivery (available 1999-present in CBCA Complete; 2007-present in DOAJ).

Innovative Higher Education: This journal addresses a range of issues pertaining to higher education environments. There are articles on cutting-edge topics such as ‘techno pedagogy,’ multiple intelligences, and structuring learning communities (available 1997–one year ago in Academic Search Premier).

Journal of Aesthetic Education: This is a journal with a more philosophical approach to issues in art and education (available 2003-present in Project Muse; 1966-2008 in JSTOR).

Journal of Curriculum Studies: Curriculum Studies deals generally with curriculum issues in education, from public school to higher education (available 1997–one year ago in Academic Search Premier).

Journal of Curriculum Theorizing: This is a lively and innovative journal that focuses on research in curriculum and curriculum theory. Many authors published in this journal have a keen interest in issues related to the arts and education (available 2005-present in Academic OneFile; 2008-present in DOAJ).

The Journal of Higher Education: This journal publishes articles on topics highly relevant to the OCAD U teaching and learning community. Topics include critical thinking in the university classroom, learning and ‘inter-disciplinarity,’ and diversity in higher education environments (available 2002-present in Project Muse; 1930-2008 in JSTOR).

Race, Ethnicity, and Education: This journal of the sociology of education is particularly concerned with multicultural education and addresses questions of race and ethnicity in education, teaching practice, and learning.

Reflective Practice: Reflective Practice is a lively journal with a range of articles pertaining to reflective practice in teaching and learning (available 2000–one year ago in Academic Search Premier).

The Review of Education, Pedagogy, & Cultural Studies: This review features numerous articles by well-known writers in the field of education on issues related to culture, power, discourse, and education (available 1997–one year ago in Academic Search Premier).

Studies in Art Education: This quarterly contains articles on diverse topics in the field of art education. For example, articles on feminist art education as well as leadership and ‘visuality’ in art education (available 2002–present in Art Full Text; 1959-2006 in JSTOR).

Search the following databases in the OCAD U Library to find relevant journals:

Academic Search Premier: includes titles such as Innovative Higher Education, Journal of Curriculum Studies, Reflective Practice, The Review of Education, Pedagogy, & Cultural Studies.

Art Full Text: includes journals such as Art Education or Studies in Art Education

JSTOR: 123 journals in education

Project Muse: indexes 20 education peer-reviewed titles

Interlibrary Loans: create an online account with RACER and

- use the catalogue to search all Ontario university libraries (or all Canadian or selected international university libraries) at once. Online interlibrary loans will allow OCAD U researchers to borrow materials from OISE and other libraries specializing in education and pedagogy research.
- use the RACER to order a journal article. Use the catalogue to search journal titles, request the title, then fill in the citation (date, volume, issue, page numbers) and the OCAD U Library will deliver a hardcopy of the article.

WHERE CAN I FIND OUT ABOUT CONDUCTING RESEARCH ON CURRICULUM OR PEDAGOGY?

Illinois State University Scholarship of Teaching and Learning Bibliography: Kathleen McKinney of Illinois State has prepared a comprehensive bibliography of research and resources associated with the Scholarship of Teaching and Learning. This bibliography was last updated in the summer of 2010 and can be accessed via the Illinois State website: <http://sotl.illinoisstate.edu/resLinks/selBibl.shtml>

DATABASES

Keep current on your research topic by setting up:

RSS Feeds or Alerts: almost all databases offer the potential for notifications when new articles are published on your topic. Each database will have different procedures, so feel free to ask a reference librarian to assist in registering.

Scholars Portal: for a comprehensive search of research that has been conducted in the academic environment. This search engine for e-journals will cover most of the core journals currently available internationally, but note that OCAD U researchers have access to only selected titles. Use Interlibrary Loans to request any articles that are not available to OCAD U researchers.

THESES & DISSERTATIONS

Although OCAD U researchers cannot access Proquest Dissertation & Theses Database, use the following open access resources to find out what research has been conducted on your topic:

ARTbibliographies Modern: this OCAD U licensed database is the best search for contemporary art and design; search your topic and select Dissertations tab.

Theses Canada Portal: www.collectionscanada.gc.ca/thesescanada/index-e.html to search all Canadian documents with some full text access.

Networked Digital Library of Theses and Dissertations: <http://www.ndltd.org/>

DART-Europe E-Theses Portal: <http://www.dart-europe.eu/>

WHERE CAN I PUBLISH OR PRESENT MY FINDINGS ON RESEARCH INTO THE SCHOLARSHIP OF TEACHING AND LEARNING (SoTL)?

Scholars Portal for a comprehensive search of journals currently in publication; use:

Browse Tab: to view journals by title; when a journal of interest is selected, click Journal Information tab to find out the mandate for the publication, the publisher and affiliated academic or professional organization.

E-Journal Portal for capabilities of searching within specific journals of interest for full text articles. This search resource will indicate whether OCAD U has access to individual titles:

- Type name of journal in search box;
- If OCAD U has access, the name of a database will be given; select the title to access the individual e-journal page and run searches just in this title. This may help you to find examples of or the editorial mandate of the journal.

CONFERENCE PAPERS:

Some OCAD U databases offer conference papers and proceedings, including:

ACM (Academic Computing Machinery): which allows you to browse by conference and find upcoming ones. Also browse publications by Special Interest Groups or by Affiliated Organizations.

IEEE Computer Society: offers Conference Calendars, Publishing Services as well as Proceedings searching.

Academic Associations

Often academic associations or organizations can offer support resources for academic research:

AICAD (Association of Independent Colleges of Art & Design) may help you find other schools that specialize in your subject area. Search <http://www.aicad.org/> for more information

AUCC (Association of Universities and Colleges in Canada): offers a Programs of Study database for all Canadian schools among many other services. See <http://www.aucc.ca/>

CRL (Center for Research Libraries): the OCAD U Library is a member of CRL which offers an array of support for researchers from affiliated institutions. For more information: <http://www.crl.edu/researchers/>

TEACHING AND LEARNING SOCIETIES AND ASSOCIATIONS

There are a number of provincial, national and international associations dedicated to educational development or teaching and learning in higher education that produce research and hold annual conferences related to the theory and practice of teaching in higher education. For example:

INTERNATIONAL

The Carnegie Foundation for the Advancement of Teaching is an American organization with international ties. It is an independent, grant-funded research and policy organization dedicated to improving the quality of teaching and learning in higher education. The Foundation website is a rich source of information on cutting-edge research, innovative programs and informative conferences (<http://www.carnegiefoundation.org/>).

POD, the Professional and Organizational Development Network in Higher Education, is an American organization which develops and supports practitioners and leaders in higher education dedicated to enhancing learning and teaching. If you are interested in teacher training for instructors in higher education, POD has an active listserv and organizes excellent conferences and instructional development institutes that are open and relevant to international members. (<http://www.podnetwork.org/index.htm>)

Similarly, the **Staff and Educational Development Association (SEDA)** of Great Britain and (<http://www.seda.ac.uk/>) the **Higher Education Research and Development Society of Australia (HERDSA)** (www.herdsa.org.au/) are active societies engaged in a plethora of interesting research and innovative educational practices with implications far beyond their own national context.

SEDA and HERDSA are member organizations of the **International Consortium of Educational Development (ICED)**, which is a network of faculty, staff and educational development centres from around the world. SEDA organizes a well-attended international conference on even-numbered years and publishes the *International Journal of Academic Development* which can be found in the OCAD U e-journal holdings through Academic Search Premier. (<http://www.osds.uwa.edu.au/iced>)

NATIONAL

The **Society for Teaching in Learning in Higher Education (STLHE)** is a national organization with a membership comprised of faculty, teaching and learning specialists and administrators committed to improving the quality of higher education in Canada. STLHE is ICED member organization. The annual meeting is an excellent opportunity to connect with like-minded colleagues and to present research and practice-based papers (www.stlhe.ca).

The **Educational Developers Caucus (EDC)** is a permanent special interest group of the Society for Teaching and Learning in Higher Education. The EDC provides an updated list of all active Teaching and Learning Centres in Canadian Colleges and Universities with links to their sites and all of the resources related to teaching and learning offered freely by those centres (<http://www.stlhe.ca/constituencies/educational-developers-caucus/>).

PROVINCIAL

The **Council of Ontario Educational Developers (COED)** has affiliate status with the Council of Ontario Universities and represents regional issues and interests through connections with the EDC and STLHE. COED promotes the training of postsecondary educators in principles and best practices of course design, delivery, and assessment, the pedagogically sound use of learning technologies, and the theorizing of this growing field of practice and inquiry, as a basic function in tertiary education in Ontario. COED meets annually and maintains a wiki of matters of mutual interest at <http://ontarioeddevelopers.wikispaces.com/>.

If you are interested in finding out more about scholarly resources related to teaching and learning in higher education, contact the Library for assistance with your search or consult with the Centre for Innovation in Art & Design Education for assistance with conducting, publishing or presenting qualitative and quantitative research in teaching and learning.

SUPPORTING STUDENTS

OCAD UNIVERSITY STUDENT AFFAIRS

The portfolio of Student Affairs supports the development of an integrated and engaging experience for students from admission through to graduation. The work of Student Affairs is based on the understanding that:

- Learning is contextual. It involves the heart, mind and body in a process of continued growth and development. We will be most successful as an educational institution if we can appreciate, support and engage the whole student
- Learning happens everywhere. Students are navigating bureaucracy, managing multiple responsibilities, finding their voice and developing social capital that will prepare them for success lifelong. Building community on campus will help students develop these skills
- Sometimes life gets in the way. When a student's financial, personal or health-related issues affect their learning, we provide the support and resources to help

OFFICE OF THE ASSOCIATE VICE-PRESIDENT, STUDENTS

The Associate Vice-President, Students is responsible for:

- Leadership in advancing OCAD University's commitment to student engagement and success
- Judicial affairs, advising students and faculty regarding rights and responsibilities
- Non-Academic Misconduct Policy (http://www.ocadu.ca/Assets/pdf_media/ocad/students/office_of_the_registrar/Non-Academic_Misconduct_Policy.pdf)
- Respectful Work & Learning Environment Policy (http://www.ocadu.ca/export/__shared/assets/respectful_work_learning_environment_policy5813.pdf)
- Student Academic Appeals Policy (http://www.ocadu.ca/export/__shared/assets/3002_Student_Academic_Appeals4055.pdf)

Oversight of the following functional areas:

- Admissions & Recruitment
- Student Success Programs (Campus Life, Career Development, International Student Services, Experiential Learning and First Generation Student Success Programs)
- Centre for Students with Disabilities
- Financial Aid & Awards
- Health & Wellness Centre
- Office of the Registrar

Location: Rosalie Sharp Pavilion, 115 McCaul Street, Level 3

Contact: Deanne Fisher, Associate Vice-President, Students, Ext.2850, dfisher@ocadu.ca

Laura Penny, Assistant to the Associate Vice-President, Students, Ext.2929, lpenny@ocadu.ca

STUDENT SUCCESS PROGRAMS

Location: Student Centre, Level 1, 51 McCaul Street

Hours: Monday to Friday, 8:30 am to 4:30 pm

Contact: Zachary Moss, Assistant, 416-977-6000, Ext. 250

OCAD University is dedicated to creating a rich and engaging educational experience for all students. Our co-curricular programs enhance students' success here with opportunities to develop new skills, connect with other students and get involved in the OCAD U community.

CAMPUS LIFE

Contact: Brent Everett James, Campus Life Coordinator Ext. 275, bjames@ocadu.ca

Programs include

- Fall welcome & orientation programs
- Student Mentor Program
- Student Volunteer Program
- Yoga and recreational programs
- Special events and student-led projects
- Student group registration

CAREER DEVELOPMENT & EXPERIENTIAL LEARNING

Contact: Zev Farber, Coordinator, Career Development Ext. 3843, zfarber@ocadu.ca

Contact: Angie Griffith, Program Coordinator, Experiential Learning Ext. 4020, agriffith@ocadu.ca

Programs include:

- Workshops in professional development
- Networking events, including an annual Grad School Fair
- Resources to support students' search for employment - part-time, summer, and full-time
- The OCAD University Job Board
- Experiential learning opportunities through partnerships with community agencies and industries

FIRST GENERATION/STUDENT SUCCESS PROGRAMS

Contact: Jennie Suddick, Coordinator, First Generation/
Student Success Programs
Ext. 2780, jsuddick@ocadu.ca

OCAD University offers a suite of programs targeted to students whose parents did not attend post-secondary education, including:

- Transition program for new students
- Mentorship program
- Social and cultural events
- Study groups and tutorials in partnership with Writing & Learning Centre

International Student Services

Contact: Susan Kemp, Coordinator, International Student Services & Student Mobility/Exchange
Ext. 293, skemp@ocadu.ca

Support for international students in the areas of:

- Orientation to OCAD U and Toronto
- Immigration
- On-campus work/study program (International Student Work Experience Program),
- Off-campus and post-graduate work permits
- Income tax
- Emergency bursary funding
- The University Health Insurance Plan (UHIP)

International Students Services also coordinates OCAD U's **Mobility/Exchange program**, providing opportunities to students to spend a semester at one of over 20 partner institutions around the world. Students participating in the program register for classes at the host institution but pay tuition fees to OCAD University. Applications require the approval of the Chair of the student's program and must include letters of recommendation from OCAD University faculty. Final approval is at the discretion of the host institution. Applications are accepted twice a year in February and August.

FINANCIAL AID & AWARDS OFFICE

Location: Level 1, 51 McCaul Street

Hours: Monday to Friday, 8:30 a.m. to 4:30 p.m.

Contact: Kelly Dickinson, Manager, Financial Aid & Awards,
Ext. 346, kdickinson@ocadu.ca

Kelly Faller, Financial Aid & Awards
Administrator
Ext. 257, kfaller@ocadu.ca

Vanessa Armstrong, Financial Aid Officer
Ext. 391, varmstrong@ocadu.ca

Vilma Short, Financial Aid Administrator,
Ext. 231, vshort@ocadu.ca

Diana Bahr, Financial Aid Projects Officer,
Ext. 3841, dbahr@ocadu.ca

The Financial Aid & Awards Office delivers approximately \$20 million in student financial assistance programs and services to the students of the University:

- Government loan and grant programs (OSAP and other Canadian provinces)
- Bursary programs (financial need programs)
- Scholarships and awards (merit programs)
- Work study employment programs
- Student extended health and dental benefit programs
- One-on-one financial advising
- Financial literacy programs and workshops

For additional information, refer to the 'Students' section of the OCAD U website, and follow the link to Financial Matters.

Faculty are encouraged to refer undergraduate or graduate students experiencing a financial crisis to the Financial Aid & Awards Office to discuss their financial situation. The Financial Aid & Awards Office staff will work with the students to help them resolve their financial difficulties. Emergency bursary or loan funding may be available, depending on the circumstances.

CENTRE FOR STUDENTS WITH DISABILITIES

Location: Student Services Centre, Level 2,
51 McCaul St.

Hours: Monday to Friday, 8:30 a.m. to 4:30 p.m.

Contact: Stephanie Combeer, Assistant,
Ext. 339, scombeer@ocadu.ca

Susanne Seiner, Manager,
Ext. 288, sseiner@ocadu.ca

Bharat Saini, Senior Disability Consultant &
Program Supervisor,
Ext. 287, bsaini@ocadu.ca

Katie Bala, Disability Counsellor,
Ext. 424

Lisa Allen, Learning Strategist/Assistive
Technologist,
Ext. 484, lallen@ocadu.ca

As an Ontario university, OCAD U has a responsibility to comply with all Accessibility Legislation. The Centre for Students with Disabilities (CSD) implements accessibility directives from the Human Rights Code and the Ontarians with Disabilities Act (2001) for students who have disabilities i.e.: Learning Disabilities, ADHD and Aspergers; or Psychiatric; Medical; Deaf/Hard of Hearing; Mobility; and Vision disabilities. All disabilities and accommodation recommendations must be formally documented by a registered psychologist or licensed medical professional (i.e. neurologists, psychiatrists).

CSD staff are available to support and advise faculty members in their endeavors to create an accessible learning environment. We encourage all faculty to contact the CSD if they have any questions about accommodations.

WHAT FACULTY CAN EXPECT

Disability Notification

When a student with disabilities requests accommodations, the CSD will prepare a “Faculty Notification Letter” for the student to deliver to their faculty. The purpose of the letter is to confirm that the student has a disability, is registered with the CSD and will indicate the types of accommodations the student is eligible for. The student may not require all of the listed accommodations for every course (i.e. exam accommodations in a studio course). If no in-class or exam accommodations are requested then the student may wish to remain anonymous. When the student presents the Faculty Notification Letter to you we recommend that you invite the student to meet with you privately to discuss the impact of their disability on their learning in your course and their accommodation needs.

Exam Accommodations

The CSD requests that students submit exam accommodation requests a minimum of two weeks in advance of any test/quiz/exam. The CSD will notify you immediately upon receipt of this request via faculty email. The CSD requires that you provide confirmation of the length of the exam, format of the exam, whether or not there are images in the exam, if any support material is permitted and when the exam will be delivered to the CSD. The CSD makes every attempt to schedule the exam at the same time as the class is writing. The CSD requests delivery of the exam two days prior to the exam date. The exam will be returned the Faculty Office the following day to await your pick-up.

Notetaking Support

The CSD facilitates volunteer peer note-taking support program for students with disabilities. Should a student in your class require this support, the CSD will make every effort to secure a peer volunteer note-taker to capture lecture content in your class. Whenever possible we request that the volunteer type their notes. Note-takers are required to attend every class. Students who require this accommodation are required to fill out an application at the CSD. The CSD will email the faculty member at their OCADU email notifying them that a volunteer note-taker is required and providing them with the necessary volunteer recruitment announcement and volunteer application to be distributed to interested student volunteers. If you are unsuccessful in recruiting a volunteer we ask that you contact the CSD and we will send a staff member to the next class to make another recruitment announcement. Once a volunteer is secured they will email the notes weekly or provide the notes to the CSD for us to copy and distribute to students requiring this service.

Syllabus

Students and/or staff may contact you at any point to request a copy of your syllabus for accommodation purposes. We request that you post your syllabus on MyCourse at your earliest opportunity.

Text Books

A very common accommodation for students with disabilities is alternative format materials. We ask that whenever possible you request a desk reference copy of any course materials for the CSD to convert to alternative format.

Sign Language Interpreters

Students who are deaf or hard of hearing may require sign language interpreting for all classes, as well as professional note-taking support. The CSD will hire these service providers when needed. You will be notified by the CSD if there is a student requiring this level of service in your class. For class durations over one hour, two interpreters are necessary.

Specialized Services

The CSD’s services are designed to develop self-reliance and independence in OCAD U students so they can meet their goals at OCAD U and beyond. Some of the enhanced services we provide to students are learning strategy and assistive technology training and support, in order to help the student understand how they learn and learn specific strategies to address the impact of their disability on their learning process.

STUDENT HEALTH & WELLNESS CENTRE

Location: Student Services Centre,
Level 2, 51 McCaul St.

Contact: Ext. 260, h&wc@ocadu.ca

The Student Health & Wellness Centre and the OCAD University community acknowledge a responsibility to contribute to the health and well being of its student members such that all may be able to study and work in a health-promoting environment. As a faculty member, you may be one of the first to become aware of a student's concern about how a health or personal problem is affecting his or her work in your course.

First, help the student to develop an action plan to resolve the academic issue, such as setting timelines for completing assignments. At this point the Health & Wellness Centre staff does not need to be involved, however you can contact us at anytime with questions or concerns.

If the student's concerns are of a health or personal nature you can refer them to the Health and Wellness Centre (HWC). The HWC has made significant changes over the past year and we are now open all year with urgent walk-in everyday between 8:30am and 4:30pm.

It is normal to want to offer personal support to students when they are struggling; however we have found that in some situations, this can pose boundary issues within the student – faculty relationship. For that reason, please use us as a resource at anytime.

Primary Health and Wellness Services

Our clinical team consists of a Nurse Practitioner, Registered Nurse, Mental Health Counsellors with both social work and psychology backgrounds, and general physicians. Not to mention our excellent administrative support who will be your first point of contact. We are dedicated to excellence in clinical services and respect for all. We offer primary medical health care, mental health care, wellness and stress reduction programs, as well as smoking cessation counseling.

Students can access short-term individual counselling for a wide range of issues including but not limited to: anxiety and depression, relationships, coping strategies, sexual orientation, gender identity, addiction, loss, grief, abuse, suicidal thoughts, and body image. Students can be reassured that we guarantee confidentiality.

Guidelines for assisting students in difficulty

In your role as faculty or staff, you may become aware of students experiencing difficulty and question how you can intervene in this sensitive situation. A student may confide that they are dealing with a crisis or significant life event. Common problems are stress, self doubt, relationship issues, undiagnosed mental illness, addiction, financial strain and work obligations

compounding the stress of academic life. Death of a family member, illness, or recovery from traumatic events can overload a student's usual coping skills and create an immediate crisis. Without support, the student may be at academic risk due to the nature and degree of difficulty. You may notice behavior within the classroom that suggests the student is having difficulty coping and question when and how to intervene in order to begin a dialogue with the troubled student. Be observant for changes in a student's normal behavior.

Common indicators of psychological distress are:

- Withdrawal from social interaction and participation within the classroom
- Withdrawal from academic work: missed or late assignments, unexplained absences and missed exams
- Aggressive, disruptive behavior in class
- Repeated requests for last minute special consideration. This suggests difficulty adhering to demands of curriculum without prior acknowledgment of a need for assistance and accommodations through Health & Wellness Centre or Centre for Students with Disabilities
- Noticeable change in energy level or concentration: may be observed as lethargy, inattention, sleeping throughout class, or hyperactivity and loss of ability to control impulses. Student may speak excessively, laugh or comment inappropriately
- Changes in personal hygiene and dress which suggests neglect of personal needs
- Crying and retreat from classroom, or angry aggressive outbursts
- Expressed feelings of hopelessness, helplessness, verbally or through art work

CRISIS SITUATIONS

Self Harm: If a student speaks about self harm, offer reassurance and refer them to HWC. They can be seen right away by one of our staff and we can try to help them deal with their issues. Regardless of the circumstances or context, any reference to ending one's life must be taken seriously. If this happens, please call us at HWC and we can come to you and the student and offer support.

Harm to Others: Behavior that poses a threat to others or seriously disrupts the classroom must be dealt with immediately by calling OCAD U Security at 416-977-6000, Ext. 511 (white phone in hallway).

Drug and Alcohol Misuse: Drug and alcohol misuse can compromise academic success and is often an indicator of psychological distress. In the case of an apparent overdose or drug reaction, call 511 immediately.

SIMPLE STEPS: HOW TO INTERVENE

Listen: Assure a private setting for this interaction. Allow the student to speak uninterrupted while you listen attentively. Listen without offering any judgment or advice.

Acknowledge: Acknowledge the student's concerns by showing care and attention. Summarize and reflect back to them what you have heard (e.g. "It sounds as though you are having difficulty adjusting to your living situation and feel overwhelmed").

Express Concern: Clearly state what concerns you. "I notice you have been crying in class and have left class on a number of occasions. I am concerned about you."

Share resources: there are a number of resources available to students and HWC can make sure the student accesses the support they need. For further resources, please refer to the Faculty Quick Reference Cheat Sheet. Don't have a copy? Call or email the HWC and we will send it to you!

OCADSU

Location: Student Centre, Level 1, 51 McCaul Street

Hours: Monday to Friday, 9:30 to 4:30 p.m.

Contact: SU Executives,
Ext. 241

Lindsay Denise, Office Manager,
Ext. 341, ldenise@ocadu.ca

Executive Council:

Lauren Hunter,
Director of Academic and University Affairs,
Ext. 241, academic@ocadsu.org

Nicholas Smith,
Director of Operations and Finance,
Ext. 241, operations@ocadsu.org

Nadine Khoury,
Director of Outreach and Events,
Ext. 241, outreach@ocadsu.org

Laura Headley,
Director of Campaigns and Advocacy,
Ext. 241, campaigns@ocadsu.org

Robin Fraser, Student Advocate (Free Service)
Ext 341 ldenise@ocadu.ca

Mbuso Nkosi, Lawyer (Free Service)
Ext 341 ldenise@ocadu.ca

The central purpose of the Student Union (SU) is to enrich the lives of the students at OCAD U. The SU does its best to create responsible, democratic, cooperative student representation at the University—promoting the interests of both students and the University as a whole— in the context of a healthy community. Membership is represented on a local, provincial and national level, and members are encouraged to be aware of their responsibilities in each of these arenas. The SU is a member of the Canadian Federation of Students.

Student Union elections take place in March and April annually. Any unfilled positions and the 1st year representative are elected in October in the new school year.

SU FOOD SERVICES

Campus Cupboard: student-run, not-for-profit bulk food store that provides minimally packaged, minimally processed, affordable, wholesome and organic food to OCAD U students, faculty and staff. Campus Cupboard is open Tuesday and Thursdays at our store location. We have an external location: lobby Tuesdays 10am -4pm.

Good Food Boxes: The FoodShare Program is offered between September- May. The Good Food Box runs like a large buying club with centralized buying and co-ordination. Customers pay between \$13 and \$34 for their box, depending on the version that they choose. Each box contains the same mixture of food, though the contents change with each delivery, depending on what is in season and reasonable at the time.

Hallway Café - SU Potluck: The Student Union runs a bi-weekly vegan & gluten free meal. This is a great opportunity for students to connect with other students over a delicious and healthy meal. If students are interested in getting involved we are always looking for new cooks. Students learn more about cooking healthy, cheap easy to prepare meals.

Starving Artist Food Bank: The Student Union has a Food Bank for all of OCAD U students. There is no needs assessment to access the food bank. Students simply drop by the Student Union office, inform an employee that you would like to use the food bank and select three items. This is an anonymous service; personal details are not recorded.

STUDENT ADVOCATE:

The Student Advocate provides advice, advocacy and support services to all students at OCAD University. The Student Advocate Office is located at the Student Union Office.

What issues can the Student Advocate help me with:

1. Academic Misconduct
2. Appeals
3. Understanding policies and procedures
4. Preparing for student hearings
5. Mediation
6. Representation at your hearing
7. Matters relating to your student life at University, which may include bullying, discrimination, harassment, sexual harassment, victimization or vilification.
8. Please note the Advocate does NOT provide any kind of legal advice. The SU has free lawyer services.

The Advocate is a confidential service that can provide you with support and guidance when dealing with difficult situations.

Lawyer: The OCAD SU Lawyer provides free legal services to OCAD students. The OCAD Student Union contracts with an independent lawyer on an annual basis to provide legal advice and services to OCAD students.

Services Provided: The SU Lawyer provides legal advice on a variety of matters such as, but not limited to, tenancy issues, small claims, contract disputes, immigration, criminal charges, and employment issues. Also, the SU Lawyer can prepare and review legal documents (such as affidavits and powers of attorney), notarize or commission documents, and make notarized true copies. If the SU Lawyer is unable to assist you with your matter, he can usually refer you to a local lawyer usually for a reduced fee.

The information provided is general information and is not legal advice. If you have a legal problem, consult a lawyer and if you are an OCAD student, make an appointment with the SU Lawyer.

Services Not Provided: Because the SU Lawyer maintains limited office hours, court or tribunal representation is generally not provided, except under very exceptional circumstances. Also the SU Lawyer is not able to assist in matters involving another student (student vs. student). The SU Lawyer can, however, mediate student disputes where both students agree to the mediation and meet with the SU Lawyer together.

STUDENT ADVISING**Academic Advising**

Working closely with the front line staff and in consultation with Faculty Chairs, Associate Deans and Deans, Student Advisors ensure that students receive timely and accurate information to help them make informed choices to plan for academic progression and success. Questions concerning program requirements, implications of adding or dropping a course, changing programs, pursuing a minor program, etc. are some examples of topics appropriate for referral to Student Advisors. General information is available online at: http://www.ocadu.ca/students/academic_advising.

To schedule an appointment with a Student Advisor, please contact:

Faculty of Art:

100 McCaul, Room 401 [4th floor]
James Morrow,
Student Advisor, Faculty of Art,
Ext. 306, Ext. 307, Ext. 371 or
jmorrow@ocadu.ca

Faculty of Design:

100 McCaul, Room 500 [5th floor]
Angel Brown,
Student Advisor, Faculty of Design,
Ext. 352, Ext. 237, Ext. 374 or
abrown@ocadu.ca

Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies:

100 McCaul, Room 315 [3rd floor]
Leiko Shimizu,
Senior Secretary/Student Advisor,
Faculty of Liberal Arts & Sciences and School of
Interdisciplinary Studies,
Ext. 372 or folas@ocadu.ca,
Ext. 249 or Ishimizu@ocadu.ca

GALLERY & EXHIBITION SERVICES

GALLERY & EXHIBITION SERVICES

This department focuses on four areas: (1) The Student Gallery; (2) Transit Space; (3) Onsite [at] OCAD (formerly called The Professional Gallery); and (4) the OCAD University Collection. The information below gives further details about the mandates and policies of each of these four areas.

STUDENT GALLERY & TRANSIT SPACE

Location: 52 McCaul Street

Contact: Vanessa Nicholas, Programs Coordinator,
Ext. 262, vnicholas@ocadu.ca

Caroline MacFarlane, Programs Coordinator,
Ext. 263, cmacfarlane@ocadu.ca

The OCAD University Student Gallery

www.studentgallery.ocadu.ca

The OCAD University Student Gallery is committed to professionally exhibiting student work from all disciplines of contemporary art and design. Through its program of curated exhibitions, the Gallery provides OCAD University students with the opportunity to experience mounting an exhibition, and it introduces the public and art communities to the work of emerging artists and designers. The OCAD University Student Gallery is located at 52 McCaul Street. The Gallery hours are Wednesday to Saturday; 12 noon to 6 pm. Submissions by students are reviewed each year in the spring.

Transit Space

Transit Space is located on Level 2 next to the Central Hall at 100 McCaul Street. As a non-curated exhibition space, it may be booked by faculty, staff or students for University-related exhibitions and events. Allocation of exhibitions in Transit Space are facilitated through the Student Gallery/Transit Space Advisory Board for three-week exhibition periods. Preference is given to first-time exhibitors who demonstrate a readiness and ability to exhibit; as well, exhibitions are granted in an effort to provide representation for all areas of study at OCAD University. For further information on Student Gallery/Transit Space, please contact Vanessa Nicholas, Programs Coordinator Ext. 262, vnicholas@ocadu.ca.

ONSITE [AT] OCAD U

Location: 230 Richmond Street West, Street Level

Contact: Charles Reeve, Curator,
Ext. 456, creeve@ocadu.ca

Lisa Deanne Smith, Assistant Curator,
Ext. 2208, ldsmith@ocadu.ca

Formerly called The Professional Gallery, Onsite [at] OCAD U is the University's professional exhibit venue. Onsite draws from regional, national and international sources to host exhibitions, events and educational programs that contribute to the circulation of images and ideas through the communities both inside and outside our University. The focus primarily (though not exclusively) is on contemporary artists and designers from outside the OCAD U community.

THE OCAD UNIVERSITY COLLECTION

The OCAD University Collection protects the University's historical collections and, where possible, makes such works available for public display, occasional exhibitions, and teaching. For more information regarding the OCAD University Collection, please contact the Curator, Charles Reeve, at Ext. 456, or creeve@ocadu.ca.

THE GREAT HALL

The Great Hall, located on Level 2 above the front entrance on 100 McCaul Street, also provides important services to the OCAD U community. The curriculum-driven exhibitions in the Great Hall are organized by the Faculties of Art and Design. Programming of exhibitions is facilitated through Faculty Deans. For further information regarding exhibitions, please contact the Dean in your area. Other uses of the Great Hall are scheduled through Room Bookings. For information regarding events bookings, please contact roombookings@ocadu.ca. Exhibits or installations in other spaces around the University should be discussed with the offices that oversee them (such as Graduate Studies for the Graduate Gallery) or, if planned for a space not dedicated to exhibitions, should be cleared with Room Bookings or Facilities Planning & Management.

WORKING AT OCAD U

WORKING AT OCAD U

Memorandum of Agreement

The Memorandum of Agreement (MOA) between OCAD U and the OCAD Faculty Association (OCADFA) governs the terms and conditions of employment for all OCAD U faculty and academic staff. Any questions with respect to the interpretation of this agreement may be directed to the Human Resources office at Ext. 298, hr@ocadu.ca or the OCADFA office at Ext. 336, conniereid@ocadu.ca

The complete MOA is available online at http://www.ocadu.ca/about_ocad/human_resources/labour_relations.htm Be sure to read the MOA for important information related to your terms of employment. Below, please find some highlights from the MOA, the reference to which is noted in parentheses:

Faculty Responsibilities: Teaching & Teaching-Related, Professional Practice/Research, and Service (Article 20 and Appendix B of MOA)

If you are sessional faculty, you have only teaching and teaching-related responsibilities. If you are CLTA, continuing, probationary, or tenured faculty, in addition to teaching, you must perform professional practice/research and service. The breakdown of responsibilities over a full Academic Year is as follows (these examples are not exhaustive. Refer to the MOA for further details):

- 40% of annual workload on teaching and teaching-related duties such as course development, preparation, and delivery; attending Faculty meetings; studio supervision; submitting an Annual Report.
- 40% of annual workload on professional practice/research such as art or design practice; original research, writing, and publication; public and commercial exhibition; curating and criticism; consulting work.
- 20% of annual workload on service such as committee work; admission interviews and portfolio review; participation in university projects, activities and ceremonies; general student advising; assisting with university fundraising, marketing, and public relations; mentoring of junior and/or sessional teaching faculty.

Performance Reviews/Standards of Performance (Article 24.3; Appendix B; and the Performance Review Policy)

You will be subject to periodic Performance Reviews. Your Dean will advise you regarding expectations. These criteria cover teaching and teaching related responsibilities and, except for sessional appointments, professional practice/research and service. Please see the “Faculty Performance Review Policy” in the “Policies” section of this handbook for more information. Faculty members should consult their Faculty Office for forms and inquiries.

Peer Review

Please see the “Faculty Peer Review Policy” in the “Policies” section of this handbook. Faculty members should consult their Faculty Office for forms and inquiries.

Annual Reports

(Article 24.2 and Appendix B)

You are required to submit an “Annual Report” each academic year summarizing your contributions and accomplishments in teaching and teaching-related responsibilities, and, except for sessional faculty, in professional practice/research and service. Annual Reports are one means of demonstrating good teaching, as outlined in Appendix B of the MOA. Submit the report to your Faculty Office. Faculty members should consult their Faculty office for forms and inquiries.

Professional Development Funding, excluding Sabbaticals

(Article 21.4 for Faculty, Article 32.4 for Academic Staff)

All Continuing, Probationary and Tenured faculty shall be entitled to be reimbursed up to \$500.00 of receipted professional development expenditures for the year, in accordance with eligible expenses (outlined in Article 21.4.2).

All Probationary and Permanent academic staff are eligible to apply for Professional Developmental Funding which is determined by the University on an annual basis. Applications for the reimbursement of expenses may be submitted to the Office of the Vice-President, Academic at any time prior to the fiscal year-end deadline of May 31.

The Professional Development Opportunity Fund is a separate funding pool for larger funding requests which is administered by the PD Committee by means of a tri-annual competition (pending available funding). Each successful applicant of the Professional Development Opportunity Fund has an opportunity to receive a maximum of \$3000 in PD funds per academic year. Deadlines for the Professional Development Opportunity Fund are November 15; February 15 and April 15. Please note that Sessional, CLTA faculty and contract Academic Staff are not eligible for PD funding. Copies of the forms and related policies for these two funds are available on the website or can be obtained by request from the Office of the Vice-President, Academic.

Sabbatical

(Article 21.6)

The purpose of Sabbaticals is to support Faculty in their pursuit of new professional skills within their specific art and/or design discipline; to enhance their expertise and effectiveness as educators; to support and encourage their research and professional practice as scholars and/or art or design practitioners, in relation to their responsibilities at the University; and/or to assist the University in meeting its educational and institutional

mandate. The Sabbatical Policy and application forms are available from the Office of the Vice-President, Academic and are due on September 1st of each year.

Collegial Behaviour

(Article 6.3)

Faculty and Academic staff must demonstrate Collegial Behaviour at all times when dealing with academic and administrative colleagues, students, and other members of the university community. In short, treat others fairly and respectfully. In particular, don't criticize colleagues to students or discuss professional grievances with students.

OCAD Faculty Association (OCADFA)

(Article 3)

Membership in OCADFA is outlined in Article 3 of the MOA. See the next section, entitled "OCADFA," for details regarding OCADFA's role in supporting OCAD U faculty.

Academic Year

(Article 4.10.2)

The academic year begins on July 1 and concludes the following June 30.

Faculty Compensation

(Appendix C of MOA)

Appendix C of the MOA details the following for faculty:

- Remuneration
- Benefits eligibility, premiums and coverage
- Pension eligibility and contributions
- Vacation entitlement

Paid Holidays

(Article 4.10.3)

- New Year's Day
- Family Day
- Good Friday (Easter Monday is NOT a holiday; classes run on the regular schedule.)
- Victoria Day
- Canada Day
- Civic Holiday (Simcoe Day)
- Labour Day
- Thanksgiving Day
- Christmas Day
- Boxing Day (At the discretion of the President, the University may be closed for a longer period in December, the dates of which can be found on the Human Resources page of the OCAD U website)

If Thanksgiving and Easter occur on one of your teaching days, you are required to make up the class on a designated day at the end of the thirteenth teaching week in the semester (See "Dates & Deadlines" section of the website or call your Faculty Office for more specific information). No classes are scheduled during Study Week. The dates for Study Week are published on the "Dates & Deadlines" section of the website.

Pay Day

(http://www.ocadu.ca/about_ocad/human_resources/payroll_information.htm)

Faculty members are paid the first day of each month (or the business day before if the first falls on a weekend or holiday) for the work performed during the previous month. For example, the first pay day for the academic year will be August 1 for work performed in July. If there is a mistake in your pay, or you do not get your pay cheque, please contact the Payroll Administrator at Ext. 213.

Contact: Cynthia Little, Payroll Administrator
Ext. 213, clittle@ocadu.ca

OCAD FACULTY ASSOCIATION

<http://ocadfa.ca/>

Contact: Ext. 336, conniereid@ocadu.ca

OCAD U recognizes OCADFA as the sole and exclusive bargaining agent for all faculty and academic staff. All faculty and academic staff beginning employment at OCAD U are required to be members and pay dues to the Faculty Association.

OCADFA is an advocate for all issues relating to faculty and academic staff in the workplace. It proactively updates the Memorandum of Agreement which outlines working conditions, rules and regulations through collective bargaining with OCADU. The complete Memorandum of Agreement (MOA) is available on the university's website, www.ocadu.ca under 'Human Resources.' Be sure to read the MOA for important information on your terms of employment. More information can be found about the Faculty Association on the OCADFA website at www.ocadfa.ca. OCADFA is a member of CAUT (Canadian Association of University Teachers) and OCUFA (Ontario Confederation of University Faculty Associations) and maintains a close relationship with the other art institutions in Canada. Questions regarding complaints, grievances, salary/benefits as well as general information enquiries should be directed to the Faculty Association office. Elections of OCADFA's Board of Directors are held each year at the Annual General meeting in November.

No.	TYPE OF MEMBERSHIP
Ex Officio Voting Members	
1	President Vice President, Academic Associate Vice President, Research and Dean, Graduate Studies Chancellor Dean, Faculty of Art Dean, Faculty of Design Dean, Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies Registrar External Member appointed by Board of Governors Chief Officer, Continuing Studies
Elected Voting Senators	
4	Faculty Area faculty Senators-Art
4	Faculty Area faculty Senators-Design
4	Faculty Area faculty Senators-Liberal Arts & Sciences and School of Interdisciplinary Studies
4	Faculty-At-Large faculty Senators
4	Chairs/Associate Deans-Art
4	Chairs/Associate Deans-Design
2	Chairs/Associate Deans-Liberal Arts & Sciences and School of Interdisciplinary Studies
1	Interdisciplinary Studies Representative
3	Undergraduate Student Senators
1	Graduate Student Senator
Ex-Officio Non-Voting Members	
	Vice-President, Finance & Administration Vice-President, Development & Alumni Relations and President, OCAD University Foundation Board Associate Vice-President, Students Director, Centre of Innovation in Art & Design Education (CIADE)

SENATE

The Senate is responsible for the establishment and regulation of academic policy, standards, and procedures at OCAD University. In particular, the Senate and its many committees are in charge of all matters pertaining to OCAD University's academic resources, academic programming, academic strategic planning, student affairs, and any other such matters relating to academic issues. Membership of Senate consists predominantly of senior faculty but also includes undergraduate and graduate student representation as well as a representation of the academic administration. Committees of the Senate include: Senate Academic Policy & Planning Committee; Senate Academic Standards Committee; Senate Undergraduate Studies Committee; Senate Graduate Studies Committee; Senate Student Appeals Committee; Senate Continuing Studies Committee and the Senate Quality Assurance Committee. The Senate normally meets on in the fourth week of every month during the academic year.

If you would like to become a member, Senate elections are held annually before May 31st. Faculty Senators are elected for a two-year term and are eligible to be nominated for a second consecutive two-year term.

Contact: Hillary Barron
Ext. 322, hbarron@ocadu.ca

ACCESS AND PRIVACY

PROTECTING PRIVACY (FIPPA)

What are the fundamental principles of FIPPA?

The Freedom of Information and Protection of Privacy Act (FIPPA) applies to Ontario universities and embodies two principles of equal weight:

- Transparency: access to information is an essential right
- Privacy: personal information and privacy must be protected and doing so is integral to the dignity and rights of the individual.

The Act applies to any records that are under a university's custody and control. Certain records are excluded from the Act, including:

- Private donations to the University archives
- Labour relations and employment related records leading to agreements
- Research and teaching materials

There are specific exemptions to the obligation to disclose records, one of which is protection of personal privacy. If you have any questions about the Act, contact OCAD U's FIPPA Coordinator at fippa@ocadu.ca. The following questions and tips are offered to encourage a culture of privacy at OCAD U.

What are some general guiding principles when it comes to freedom of information and privacy?

When it comes to creating records, including email, consider the possibility that what you write could be subject to an access request and could be made public. What would be the impact on your reputation or OCAD U's?

What information can I release?

In general release information that is about the individual requester (i.e., grades on tests and papers). Continue your practice of providing reference letters for students or colleagues. Under FIPPA, the University has the discretion not to reveal evaluative or opinion material supplied in confidence, to assess teaching materials or research, or to determine suitability, eligibility or qualification for admission to academic programs or for an honour or award, to an individual who requests access to his or her personal information.

What information can I not release?

If someone asks you for another person's information, consider whether it is personal information, and if so, do not provide it. Personal information includes, but is not limited to: name, address, phone number, email address, student or other identifying numbers, education or health history, photograph, personal opinions of or about an individual, evaluations, comments, disciplinary actions or appeals, student exam answers and assignments and grades. OCAD U student email addresses are considered to be personal information.

Can I ask a student for personal information?

You can ask students directly for personal information if you can demonstrate that the information relates directly to and is necessary for an operating program or related activity. When asking for personal information, inform students why the information is required and how it will be used. Remember to use personal information only for the purpose stated and to keep it confidential.

What types of student records should I retain and for how long?

Any record that contains personal information that is used to make a decision about a person must be retained for one year after last use. In particular, you need to retain correspondence that reveals something personal about the student beyond their email address, such as student ID, educational or medical history, financial information, questions about course work, evaluations or documents related to an appeal.

What is email protocol and retention in regard to correspondence with students, other faculty and administration?

Email is a record and can be subject to an access request under FIPPA. Technically you should correspond with students, other faculty and administration on University matters, using the ocadu.ca email accounts.

Remember to be careful about the content and tone of email as messages may be retained or forwarded by others without your knowledge. Generally, refrain from using the "reply all" response unless it is necessary. Even if you have deleted an email, there is no guarantee that it will not end up being released as a result of an access request should that email be found on the computer(s) of other(s).

Email is not a secure or appropriate method for the transmission of highly sensitive information.

How can I protect the personal information in my care to avoid a privacy breach?

Collect and return assignments directly to students or by a secure method that ensures confidentiality. Putting work in a box outside your office is not permitted. It is advisable not to put grades or comments on the cover of an assignment or to post lists containing grades and student numbers in a public place.

For group work, ask the students to provide just the personal information needed to facilitate contact among the group and to arrange group schedules. Ensure that all students understand that personal information of others is confidential. For group assignments it is recommended that the students provide the last four or five digits of their student ID number and no names. Having a student's name and ID number is enough information to permit someone else to impersonate that individual.

When you intend to photograph or record an activity, remember that collection and use of personal images must be necessary for the course or activity. Mention prior to the activity that images will be recorded and how you intend to use them. Allow students to advise you or the photographer if they do not wish to be recorded. Where image collection is not necessary for, nor part of the core University business, it should not occur unless the individual explicitly consents directly to you or the photographer either orally or in writing.

What should I do if I suspect a privacy breach has occurred?

If data consisting of personal information (student grades, assignments, employee records, research containing other individuals' personal information) is lost, stolen, accessed by an unauthorized person, or inadvertently sent to another individual(s) contact the FIPPA Coordinator and your Faculty Office immediately. This is a suspected privacy breach and you will be involved in notifying all affected individuals about the breach.

If portable devices (laptops, blackberries) are password protected and the personal information data was encrypted, a privacy breach has not occurred and no further action is required.

Need more information?

Contact your Faculty Office or OCAD U's FIPPA Coordinator at fippa@ocadu.ca or extension 201.

Read the Guide to the Freedom of Information and Protection of Privacy Act (FIPPA) for faculty and staff (available from your Faculty Office or the FIPPA Coordinator).

OFFICE OF SAFETY AND RISK MANAGEMENT

OFFICE OF SAFETY AND RISK MANAGEMENT ACCOUNTABILITIES:

Insurance and Risk:

- Identify risk associated with our work and learning activities and environment
- Develop and maintaining an institutional ERM (Enterprise Risk Management) program
- Obtaining and maintaining adequate insurance for OCAD U
- Contractor and contractual liability evaluations
- Assist faculty in facilitating student internships, placements, and international travel

Health and Safety:

- Conducting gap analysis on safety and risk issues (often based on legislation and level of risk), and determining the required corresponding controls
- Develop safety and risk controls and injury prevention strategies via safety programs, policies, procedures etc.
- Maintain the university's chemical management program including WHMIS, MSDS, hazardous waste, MOE (HWIN Requirements), air quality monitoring/sampling
- Maintain and provide emergency equipment including first aid kits, emergency eyewash stations, emergency showers, spill kits, personal protective equipment etc.
- Conduct safety reviews and approval of student art and design installations in public space
- Investigations and incident reporting including Ministry of Labour inspections, injury investigations, work refusals, critical injuries, spills, threat assessments, and emergency situations (e.g. flooding, workplace violence etc.).
- Fire safety review and approval of student work that may require the use fire, candles etc
- Develop policies - http://www.ocadu.ca/about_ocad/administrative_policies.htm

Business Continuity Planning (BCP):

- Facilitating and maintaining an institutional Business Continuity Plan which is also referenced in our Emergency Preparedness Plan.

Please Connect with Us in Person:

OCAD University
115 McCaul Street
Rosalie Sharp Pavilion Rm. 2210 – 2nd Floor
Toronto, ON, M5T 1W1

By Phone or Email:

Kyle Nhan
Officer, Safety and Risk Management
Ext. 615, knhan@ocadu.ca

Geeta Sharma
Director, Safety and Risk Management
Ext. 2920, gsharma@ocadu.ca

INSURANCE & RISK

- **Insurance:** OCAD U's comprehensive insurance program protects you from third party liability arising from work which you conduct under the auspices and/or direction of OCAD U, as long as you are working in good faith within the scope of your duties.
- **Waivers and Releases:** If you are inviting a guest lecturer, or will be documenting work (e.g. photographs, videos etc.), using someone else's work in your lecture etc. please make sure you have proper approvals to protect the artist's intellectual property rights. To assist you with this, appropriate waivers and releases are available: http://www.ocadu.ca/about_ocad/risk_management/releases_waivers.htm
- **Personal Property:** OCAD U does not take responsibility for loss or damage of personal property. To that end, please advise your students to leave valuables at home, especially during exam week, when they may not be allowed to bring their backpacks with them into the exam hall - http://www.ocadu.ca/about_ocad/risk_management/liabilities.htm

BUSINESS CONTINUITY PLAN (BCP)

- The institutional Business Continuity Plan is referenced in our Emergency Preparedness Plan (EPP): http://www.ocadu.ca/Assets/pdf_media/ocad/about/policies/Emergency+Preparedness+Plan.pdf
- Departmental BCP Plans are developed using the tool "OCAD Ready": http://www.ocadu.ca/about_ocad/risk_management/Business_Continuity_Planning.htm

HEALTH & SAFETY

OCAD University is committed to providing a safe and healthy working and learning environment for all members of the University community. OCAD U follows a set of principles, expectations and requirements consistent with legislation and appropriate practices relating to health and safety. By following safe work practices and taking an active role in protecting the health and safety of all others, including students and visitors, you are an important role model when fulfilling this responsibility.

There are a number of legislative requirements which apply to Universities, including the *Occupational Health & Safety Act* which holds you personally accountable for the safety of employees, students, and visitors within your area of jurisdiction.

Below we provide some details that would be useful for you:

Policies

The policies relating to safety and risk management can be downloaded at: http://www.ocadu.ca/about_ocad/risk_management/policies.htm. The policies that you will likely reference to your students frequently to are:

- 5003 Fire & Flame Policy – This policy prohibits incorporating fire or flame into artwork without obtaining a written Fire and Flame Permit. Smoke generators, foggers or any other smoke producing equipment are strictly prohibited.
- 5005 Response to Violent or Threatening Behaviour - Bill 168, an amendment to the Occupational Health & Safety Act (OHSA) defines violence (including domestic violence) and harassment as “hazards” under the Act. This policy responds to Bill 168’s requirement to have a plan in place for reporting and responding to incidents of workplace violence. For information related to OCAD U’s policy related to the Act’s requirements for harassment, please also refer to 8001 - Respectful Work & Learning Environment Policy,
- 5007 Scented Products Guidelines - These are guidelines intended to raise awareness of the effects of scented products on some individuals as well as to provide best practices for the management of scent-related complaints and concerns.
- 5008 Temporary Installation of Student Art Work - This policy is intended to facilitate the safe exhibition of artwork and applies to student artwork displayed or installed in OCAD Public Spaces, or installed in a classroom where any alterations and/or modifications could cause damage to physical components of the room.

Health & Safety as an Instructional Requirement

It is the responsibility of every faculty member to ensure that his/her students, as well as anyone working under your auspices, are trained to avoid accidents and occupationally-caused disease by establishing, enforcing and personally modeling safe and healthy procedures and work habits related to all aspects of producing art and design through:

- Incorporating lessons on health and safety into your curriculum as relevant. The Director, Safety and Risk Management would be pleased to assist you in this regard.
- You should ensure that appropriate safety signage is posted and enforced in all areas as necessary.
- WHMIS training is required for those who use and/or are in close proximity to chemicals. Basic training is available online at: <http://academic.ocad.ca/whmis/quiz.cfm>. Shop/Studio specific WHMIS training can be obtained by contacting the Director, Safety and Risk Management
- Material Safety Data Sheets (MSDS), are available at: http://www.ocadu.ca/about_ocad/risk_management/tools_training/msds_online.htm
- Please note that there are restrictions in certain shops/studios with regard to the type of chemicals allowed (i.e., designated solvent free areas). Please check with the Office of Safety and Risk Management, Facilities Planning & Management, or Studio Management if unsure.

JOINT HEALTH AND SAFETY COMMITTEE (JHSC)

In Ontario, organizations that employ more than 20 employees must have a formal Joint Health and Safety Committee. The JHSC consists of worker (union employee) and management members. Worker representatives are selected by the union and management members are appointed by the employer.

What do OCAD University JHSC Members do?

1. Act as an advisory body to OCAD U in areas of health and safety
2. Identify hazards and obtain information about them
3. Assist in resolving work refusal cases
4. Participate in accident investigations and workplace inspections that involves OCAD U employees
5. Recommend corrective actions required to resolve health and safety concerns
6. Meet every month to discuss safety issues at OCAD U
7. Inspect the workplace (or at least some areas of the workplace) each month

Where is JHSC information located?

The above are posted on the Health and Safety Bulletin board, adjacent to Room 100 at 100 McCaul.

Safety Considerations

Safety in the studios and shops requires the same kind of continuing attention and effort that is given to research and teaching. Both our employees and students must be aware of the potential hazards, and ask themselves if they are observing safety precautions and procedures, for instance:

General Safety:

1. Do I have adequate training for this particular process/piece of equipment?
2. Am I wearing appropriate Personal Protective Equipment?
3. Do I know where the emergency stop button, exits, and fire extinguishers are?
4. Have I tied back my hair and removed my jewellery before entering the studio?
5. How could I or others around me be injured if something goes wrong?
6. Is there a safer way of doing this, and still get the same result I want?
7. Do I know where the nearest emergency phone, emergency eye wash and shower equipment are?

Chemical Safety:

1. Have I read the MSDS for the chemical I am using?
2. Is the ventilation system working properly?
3. Aerosol Spraying Indoors - I am spraying inside a spray booth?
4. Am I following the posted safe operating procedures for handling this chemical?
5. Am I using the safest solvent available? Can I substitute to solvent-free?

Hand and Power Tools Safety:

1. Have I inspected my tools and asked for them to be replaced or sharpened by the Studio Tech if needed?
2. Is my work held securely?
3. Am I wearing proper safety glasses?
4. Are all sharp or pointed objects pointed away from my body before using them?
5. Is my work set up so that I have proper balance and appropriate stance?
6. For power tools - have I checked to see if the tool is **off** before plugging it in?
7. Have I returned all hand tools to the proper location after using them?
8. Is my area free of tripping hazards e.g. electrical cords?

Woodworking Safety:

1. Am I adequately trained to use this equipment?
2. Have I inspected my piece of wood to see if it is free of nails, screws etc that could damage the saw blade?
3. Is the machine guard in place?
4. Am I wearing the proper Personal Protective Equipment (PPE)?
5. Have I made sure that the outfeed table and machine beds are clear of debris?
6. Is there anyone around me that I should ask to move (or wear Protective Equipment) before I turn on the machine?
7. Am I using formaldehyde free, water-based, instead of solvent-based glues?
8. Have I tied back hair and removed jewellery before using equipment?
9. Is the floor clean and free of sawdust or other debris to ensure I have proper footing while using this equipment?

Welding and Metalworking Safety:

1. Am I adequately trained to use this equipment?
2. Have I inspected all electrical cables and gas hoses for damage/defects before turning on welding equipment?
3. Am I wearing appropriate Personal Protective Equipment?
4. Have I checked to see if equipment is off before plugging it in?
5. Is the welding shop clear of all flammable materials and substances before I start?
6. Is the welding floor clean and dry before turning on equipment?
7. Do I have a firewatcher for my welding project and are they trained to use a fire extinguisher?

Ceramics Safety:

1. Am I adequately trained to use this equipment?
2. Am I wearing appropriate Personal Protective Equipment (respirators must be fit-tested)?
3. Have I read the MSDS for the chemicals and/or materials I am using?
4. Have I tied back my long hair and removed my jewellery?
5. Have I cleaned up the ceramics studio using wet methods, now that I am finished?

Foundry Process Safety:

1. Am I wearing adequate Personal Protective Equipment to be involved with or watch the pouring process?
2. Am I wearing appropriate Personal protective Equipment (respirators must be fit-tested)?

Sculpture and Mouldmaking Safety:

1. Have I received proper training in this process?
2. Have I supplied the Studio Tech and my Instructor with an MSDS for the material I want to use?
3. Do I have the proper Personal Protective Equipment needed for using this material or chemical?
4. Have I checked to see if the tool is off before plugging it in?
5. Is there anyone close around me that I should ask to move or put on PPE before I start using this material or chemical?
6. Is there a safer substitute for the material/chemical I could use instead for the same effect or result?
7. Have I obtained permission to install temporary student artwork? http://www.ocadu.ca/Assets/pdf_media/ocad/about/policies/administrative_policies_5008_temporary_installation_of_student_art_work.pdf

Painting Safety:

1. Have I read the MSDS for the pigments and solvents I will using?
2. Am I following safe practices for disposal, storage and clean up of my materials and painting supplies?
3. Am I practicing solvent recycling?
4. Have I consulted with Risk Management on any new processes I am using?
5. Have I considered safer substitutes for the chemicals I am using?
6. Am I practicing good personal hygiene to limit skin contact of pigment and solvents?
7. Do I have clean up materials on hand before I begin painting?
8. Have I obtained permission to install temporary student artwork? http://www.ocadu.ca/Assets/pdf_media/ocad/about/policies/administrative_policies_5008_temporary_installation_of_student_art_work.pdf
9. Do I know the proper clean up procedures for dry and liquid drawing media?
10. Have I washed my hands before leaving the studio after handling drawing media?

Printmaking Safety:

1. Have I received proper training on how to use this chemical properly?
2. Do I have adequate Personal Protective Equipment needed for using this chemical?
3. Have I washed my hands before leaving the studio to take a break or eat?
4. Is there anyone close around me that I should ask to move or put on PPE before I start using this chemical?
5. Have I cleaned up the area I was using (making sure to clean glass slab of all ink) and any tools I was using before leaving?

Photography Safety:

1. Am I wearing adequate Personal Protective Equipment (respirator, gloves, apron, and goggles)?
2. Do I know where the nearest eyewash fountain and emergency shower is located?
3. Is there adequate ventilation for mixing chemicals?
4. Are my acids stored on low shelves, not stored in glass containers, and labeled?

CAMPUS SECURITY

Campus Security is responsible for the safety and security of the University premises and the people who work, study or visit the University. Campus Security ensures compliance with all University regulations and applicable federal and provincial statutes, and investigates criminal and non-criminal occurrences on campus.

CAMPUS SECURITY TEAM:

Vicki Brown, Director, Campus Services & Security
Ext. 623, vbrown@ocadu.ca

Louis Toromoreno, Manager, Campus Security
Ext. 622, ltoromoreno@ocadu.ca

Justin Wentzell, Security Coordinator, Campus Security
Ext. 627, jwentzell@ocadu.ca

Josh Thomas, Security Coordinator, Campus Security
Ext. 2052, jthomas@ocadu.ca

Meghan Crook, Security Coordinator, Campus Security
Ext. 613, mcrook@ocadu.ca

Silvia Morgado, Campus Services & Security Clerk
Ext. 611, smorgado@ocadu.ca

**CALL OCAD U SECURITY
FOR ANY AND ALL EMERGENCIES
WHENEVER POSSIBLE**

1. If you can do so safely, pick up a red emergency phone to connect to OCAD U Security immediately (knocking a red security phone off the hook will alert Security to your location)
2. Or, pick up a white phone or OCAD U office phone and dial 511
3. If none of the above options are possible, use a mobile phone to dial 911

EPP ON-CAMPUS EMERGENCY RESPONSE

As a growing campus in the heart of Canada's largest city, our students, staff and faculty face a range of challenges each day. OCAD University has identified a range of risks such as fire or chemical spills, and what we as a community should know to help effectively manage these types of situations.

OCAD U Campus Services & Security has developed a series of products to improve your awareness of what to do in case of an emergency situation. These products will be on campus and distributed to you for your information. We encourage everyone to read through the materials and pay special attention to the campaign's message:

Emergency on Campus - Dial 511

If you are faced with an emergency on campus, and you are able to, use any of the over 65 red or white phones on campus to alert Campus Security. OCAD U campus is made up of a dozen academic and administrative buildings so calling security first in the event of an emergency will help ensure you get the help you need.

Guardly Safe Campus System

Guardly is a mobile personal safety system designed to help individuals connect to a safety network during an emergency.

Campus Security monitors this system for any alerts which are activated on Campus.

Alerts will advise Campus Security that there is an individual in need of assistance and their location on Campus.

Campus Security will immediately be dispatched to the individual's location. Campus Security will be able to communicate automatically with the individual by telephone, text messaging and instant messaging. Friends added to the individual's safety network will also be alerted and can communicate with the individual through text messaging and instant messaging.

A personal profile created by the individual will be viewable by only the individual's safety network, which can provide Campus Security with important information such as: current medications, allergies, emergency contacts, etc.

WALK SAFE Program

Don't feel comfortable walking to your car or subway? Call Ext. 366 from any phone on campus and make arrangements for a meeting time. Campus Security will then escort you to your vehicle parked nearby or to the nearest subway station.

Note: Campus Security requires at least a 5- to 10-minute lead time to respond to your requests. This service is available during regular campus hours of operation.

Lost & Found Program

Campus Security manages the Lost & Found Program for the entire campus.

If your name, OCAD ID number or telephone number appears anywhere on a found item, Campus Security will do our best to get in touch with you.

Found Items:

Found items can be turned in directly to Security Control in the main lobby of 100 McCaul.

Lost Items:

To inquire about a lost item please contact us.

Ext. 4900, lostandfound@ocadu.ca

Hours of Operation: Monday through Friday, 9:00am-5:00pm.

A Lost Report is available on the OCADU website under Campus Security.

Items are stored in a secure location for 60 days (depending on the nature of the item). Unclaimed items that are free of personal information will be redistributed to the OCADU community and various means of donations. Any items containing personal information will be destroyed.

OCADU identification or valid government identification must be presented to Campus Security when recovering any item. Items will only be returned during the programs hours of operation.

Keys

Keys are issued by Campus Security Coordinators, and remain the property of the University. The University may require the immediate return of any keys issued at any time. Keys are not transferable, and become the sole responsibility of the person to whom they are issued. Lost or stolen keys are to be reported immediately to Campus Security. At the end of your employment with the University, you must return your keys to Campus Security, or to your supervisor, Dean or manager. A fee for keys being issued may apply.

ID Card & Access

All new employees are issued an ID/Access card by Campus Security. A Faculty administrative assistant will arrange for you to get your ID/Access card. ID/Access cards must be readily available at all times. You need the card to borrow materials from the library, to access the elevators after 5:00 p.m. on weeknights at 113 McCaul Street, and to serve as identification when you are on campus. Note: An administrative assistant in your area will book a time for you to have your photo taken in the Campus Services & Security office, Level 1, 115 McCaul Street. For more information, please contact Ext. 611.

Weapons on Campus

In an attempt to maximize safety while minimizing any atmosphere of fear, the following procedures and regulations are in effect:

- No weapons or imitations thereof will be permitted on campus.
- Prop weapons are permitted on campus when used as part of an installation, and only at the specific installation site with the written consent of a Dean or manager and the Director, Campus Services & Security.
- Campus Security will be notified of any movement of a prop weapon throughout the campus.
- Prop weapons will be secured and covered by opaque material when being transported.
- Campus Security should be informed of the use of prop weapons, especially if their usage might alarm people who might be in the vicinity
- All enquiries concerning procedure should be directed to the Manager, Campus Security, at Ext. 622.

Emergency Lockdowns

While emergency lockdown is not a preferred response in all emergency situations, the OCAD U community should understand that lockdowns might be required in certain situations, particularly those involving armed violence, or threats of armed violence.

Faculty members should take responsibility for and provide direction to the students in their class. Lockdown information will be communicated by Campus Security.

If you are inside a building, but close to a building exit and able to leave safely:

1. Exit immediately (walk quickly).
2. Proceed to safe location (i.e., inside another building, away from windows—do not stand in the open).
3. Remain there until you receive further instructions.

If you are inside a building in an open area and not close to a building exit:

1. Proceed immediately to a safe location (e.g., a room with a door).
2. Close and lock or secure the door to the greatest extent possible.
3. Turn off lights and remain quiet.
4. Crouch down and remain out of sight from doors and windows.
5. Remain there until you receive further instructions.
6. When Emergency Medical Services (EMS) personnel arrive, stay on the floor and do not move until directed to do so.

If you are outside:

1. Proceed immediately to a safe location (i.e., inside another building, away from windows—do not stand in the open).
2. Remain there until you receive further instructions.
3. Note that no one other than Emergency Medical Services (EMS) or Campus Security personnel is allowed to enter or re-enter a building for the duration of the lockdown.
4. Note that no one is allowed to stand outside a building for the duration of the lockdown.

Emergency phone numbers

Campus Security 511
Ambulance, Fire, Police 911

Parking at OCAD U

There are no parking facilities at the University. If a requirement to use the loading dock at 100 McCaul Street is necessary, arrangements should be made with the Manager, Campus Security, at Ext. 622, or the Manager, Campus Operations, at Ext. 617. All OCAD U properties, including roadways, grounds and paved areas are not to be considered parking areas. Public pay parking is available beneath 113 McCaul Street for your convenience.

Removal of OCAD U Property

Anyone removing university property from the University campus must have written authorization from a member of the Faculty, a Dean, department head, manager or director. Campus Security reserves the right to stop anybody who is removing University property in order to inspect their paperwork and the equipment. If paperwork is incomplete, missing or unauthorized, or if there appears to be some irregularity, Campus Security will confiscate the equipment. Property that appears to have been discarded or found in the trash may not be removed from the university campus without proper consent from Campus Services & Security.

CLASSROOM PROBLEMS-WHO TO CALL AND WHAT TO DO

In the event of a serious accident or other medical emergency:

1. Call Campus Security (Ext. 511) from an office or white phone, or pick up a red phone, which will dial Campus Security automatically. Clearly state the problem and the location of the incident.
2. Give the injured party as much assistance as possible until security arrives.
3. When help arrives, follow any direction given by Campus Security. All Campus Security staff are first-aid trained, as are a number of OCAD U employees. There are first-aid boxes in all the shops and many other areas. Please note that the Health & Wellness Centre's nurse practitioners do not do general "Band-Aid" type first aid, nor do they treat employees.
4. If you feel that an ambulance is not necessary but the person needs professional medical help, get them to a local emergency clinic as quickly as possible, if necessary on foot. The closest emergency department is at Mount Sinai Hospital (600 University Avenue). The walk-in Queen/Spadina Medical Clinic at 455 Queen Street West (416-869-3627) is on the south side of Queen Street West, just west of Spadina Avenue, and will not likely require as long a wait. Also you can contact Apple Medical Group located in the Village on the Grange at 53 McCaul Street (647-722-2370)
5. An incident report form must be completed by the supervisor of the area. There are two forms available—one for employees and the other for students / visitors. Please contact the Office of Safety and Risk Management for a copy of these forms.

For minor accidents:

1. Use the first-aid kit in your area.
2. Complete an Incident Report form as noted above within 24 hours.

In the event of Fire, Explosion, or Smoke:

When in a safe place, call Campus Security by picking up a red phone or dialing "511" from any campus phone. (Campus Security will call "911" and also attend the scene.)

In the Event of a Fire Alarm:

When the fire bell rings, all faculty, technicians and staff automatically become Fire Wardens, with responsibility to ensure total evacuation of their immediate area, wherever they happen to be at the time.

1. Everyone must leave, without exception. The signal could be a false alarm, but it could also be the result of a fire or toxic chemical spill. Do not return to the building until the Fire Department or Campus Security have investigated and authorized re-entry.
2. If you are in the classroom or studio, ensure that all of your students leave immediately via the nearest fire exit. Do not let anyone stay behind.
3. When the room is empty, close the door and leave by the nearest exit.
4. If you have a physically disabled student, take him or her to the nearest red and white phone near a main staircase. Use the red phone to call OCAD U Security, who will notify the Fire Department about this student. Wait with the student (or have a volunteer do so) until firefighters arrive. Do not attempt to carry the person out. Trained firefighters will do this if they think it necessary.

In the Event of a Chemical Spill or Bad Solvent/Chemical Odours:

Call Campus Security from an office or white phone (dial "511") and ask to have someone investigate immediately.

In the Event of a Violent Person:

If you are threatened by a violent person or intruder, call "511" from an office phone or a white phone, or use a red phone which will automatically connect you to Security. Even if you knock the receiver off the red phone, someone will come to investigate that location. They will call for professional help if necessary.

In the Event of an Intruder:

1. If you encounter a disruptive person or intruder, call Campus Security by dialing "511" from an office phone or a white phone, or pick up a red phone.
2. Stay clear and observe from a safe distance.

Report Unsafe Situations:

If you have safety concerns, please do not hesitate to communicate them - whether to a manager, a Dean or one of the security guards. If we do not know there is a problem, we cannot begin to resolve it.

Emergency lockdown:

Please refer to instructions in the "Security" section of "Working at OCAD U."

PHOTOCOPYING

Faculty members may access photocopiers in several locations:

- In your Faculty mail room, please refer to the instructions on how to initiate your card with the new card reader system.
- At the Copy & Print Centre located in rm 225 of 100 McCaul Street, open 8:00 a.m. to 4:00 p.m. Black and White copies may be charged to your faculty budget. Please refer to the TEACHING AND LEARNING SUPPORT section of the handbook for more information on colour copying and printing. For larger jobs such as course outlines and readings please allow at least 24 hours for completion of the work.
- For the public self-serve photocopiers located in the Library at 113 McCaul Street and in rm 225 of 100 McCaul Street you will need an OCAD U Staff/Faculty Copy Card in order to operate these machines.

Note: When making copies, you must observe copyright restrictions and fair use policies.

OCAD UNIVERSITY COPYRIGHT INFORMATION 2012/13

Further Information on Copyright

You can get further information on copyright by visiting the Canadian Intellectual Property Office website at http://strategis.ic.gc.ca/sc_mrksv/cipo/ or review the Copyright for Faculty page at http://www.ocadu.ca/library/For_Faculty/Copyright_for_Faculty.htm

OTHER CONSIDERATIONS

Creative Commons Licensing: Creative Commons (CC) is a not-for-profit organization, founded in 2001, that promotes the creative re-use of intellectual and artistic works—whether owned or in the public domain. Creative Commons licenses provide a flexible range of protections and freedoms for authors, artists, and educators that build upon the “all rights reserved” concept of traditional copyright by offering a voluntary “some rights reserved” approach. Creative Commons Canada is a group that works to promote this principle in Canadian copyright legislation. Creative Commons licenses are based on the “open access” concept and have been used on web-based creative works, including personal websites, academic e-journals, music, film, photography, literature, courseware. Currently, licensing does not cover software. For more information, see: <http://creativecommons.org/licenses/>

Printing, Downloading, Cutting and Pasting Digital Information

Databases available from the Library homepage offer licensed articles, images and other information resources for the OCAD U community that may be legally used for research, instructional and entertainment purposes, within limits. See: Digital Content Licenses (above). If you are using information from sites on the World Wide Web, look for copyright notices specifying how the information may be used. Often this is in the form of a hyperlink from a short copyright notice to a more detailed statement of what is permitted. If no copyright notice is provided, permission should be obtained. In general, it is advisable to send an e-mail to the site’s webmaster.

Scanning

Scanning from a paper original (digitization) without the consent of the copyright holder can be considered an infringement of copyright. Consult with your library first to determine if you need to seek and obtain separate permissions.

Posting Information on the Internet or an Intranet

It is an infringement of copyright to post copyrighted material online without the consent of the copyright holder. This applies to an intranet (accessible only to members of an organization) as well as the Internet. Note however that some of the Library’s digital content licenses will permit limited scanning and posting of copyrighted materials to a secure intranet. Consult with your library first to determine if you need to obtain separate permissions. See: Digital Content Licenses (above).

Works Cited

The following list is an introduction to resources on general pedagogy. A number of the books and journals are available in the Dorothy H. Hoover Library. Writing & Learning Centre resources housed in the OCAD U Library can be found on the Library catalogue. A general keyword search using the terms writing and learning centre will generate a list of all WLC titles. Another key resource in locating current information on all aspect of educational research and theory is the OCAD U Library databases of journal articles.

Books

* Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco CA: Jossey-Bass Publishers, 1990. LB2331 B77 REF

The author talks frankly about common teaching dilemmas in a postsecondary context and how to resolve them with students. Topics include guiding group discussion, evaluating student performance, lecturing creatively, and building trust with students.

* Buckley, Brad and John Conomos. *Rethinking the Contemporary Art School: The Artist, the PhD, and the Academy*. Halifax, NS: Press of the Nova Scotia College of Art and Design, 2009. N345 R37

Considers various art-school models including innovative graduate programs, independent stand-alone schools, departmental art programs and major research universities.

* Childers, Pamela B, Eric H. Hobson, Joan A. Mullin. *ARTiculating: Teaching Writing in a Visual World*. Portsmouth, NH: Boynton/Cook Publishers, 1998. LB1576 C4

Explores ways to capitalize on visually connected pedagogy.

* Clark, Roger. *Art Education: Issues in Postmodernist Pedagogy*. Reston VA: National Art Education Association & Canadian Society for Education Through Art, 1996.

Clark's book is a clearly written and accessible resource in terms of unpacking some issues in postmodernism, art, and pedagogy.

* Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass, 1993. LB2331 D2 REF

A good, basic resource on teaching and learning in a higher-education context with a focus on teaching strategies for excellence in curriculum delivery and student learning.

* Hickman, Richard. *Why We Make Art and Why It Is Taught*. Chicago: Intellect, University of Chicago, 2010. N85 H42

Hickman rejects the current vogue for social and cultural accounts of the nature of art-making in favor of a largely psychological approach aimed at addressing contemporary developmental issues in art education.

* Joo, Eungie, Joseph Keehn II and Jenny Ham-Roberts. *Rethinking Contemporary Art and Multicultural Education*. New York: New Museum of Contemporary Art; London : Routledge, 2011. N353 C65 2011

Offers thoughtful and innovative materials that challenge the normative practices of arts education and traditional art history.

* Knowles, J. Gary, Sara Promislow and Ardra L. Cole. *Creating Scholartistry: Imagining the Arts-Informed Thesis or Dissertation*. Halifax, NS: Backalong Books, 2008. N72.5 R3 C7

An inspiring collection of writing that offers insight into the art and craft of creating arts-related theses and dissertations.

Newton, Janice et al. eds. *Voices from the Classroom: Reflections on Teaching and Learning in Higher Education*. Aurora ON: Centre for the Support of Teaching & Garamond Press, 2001.

This is a collection of writings from students, teaching staff, and administrators at York University around the topic of teaching and learning in an urban, university community. The book takes up issues of diversity and power in relation to the higher education classroom, as well as offering practical strategies for teaching, learning, and course design.

* Title available in print at the OCAD U Library

** Title available electronically at the OCAD U Library

ROOM RESERVATIONS

You can reserve a room for a special event or meeting on campus, simply by logging into OCADU's room request portal at <https://roomschedule.ocad.ca/portal>. Please note the room request portal service is accessible on campus.

Include the date, time-frame and room you wish to reserve. A confirmation will be sent to you when the request has been processed. If you would like to receive a quick reference guide on how to logon and use the room requests portal, please contact roombooking@ocadu.ca.

WORK REQUESTS

Facilities, operational related concerns or a service requests requiring action from the departments' of Facilities, Planning & Management or Campus Services & Security should be sent to work.order.requests@ocadu.ca. You can also leave a message at extension 600 on any campus telephone.

Services requests may include small office moves, or a setup for a classroom, meeting or special event, custodial service, plumbing and electrical repairs, recyclable or hazardous waste removal.

If you are not sure about the requests, please give us a call or send an email. The Work Request Coordinator or one of the support staff in Campus Services & Security or Facilities, Planning & Management will respond to your inquiry.

DISTRIBUTION SERVICES

Distribution Services provides daily campus pickup and delivery of all internal and external university mail, including any courier packages scheduled to be sent out by shipping and receiving and fax services.

Service also includes the delivery of small items such as library books and related materials through the Inter-university Transit System (IUTS) or transport of large items such as tables, chairs and other classroom/studio equipment.

If you require assistance, please email DistributionServices@ocadu.ca or dial extension 1234 on any campus telephone or visit us at 100 McCaul Street, room 239, Monday to Friday, between the hours of 8:00 AM and 5:00 PM. We'll be happy to help.

REIMBURSEMENT FOR PURCHASES

Please consult the University's Purchasing Policies and Procedures Manual located at: http://www.ocadu.ca/about_ocad/administrative_policies.htm

The Reimbursement Policies located at: http://www.ocadu.ca/Assets/pdf_media/ocad/about/policies/administrative_policies_9002_reimbursement_policy.pdf

If you want to make purchases for the University, you must process your request through your Faculty Office. All purchases exceeding \$500 require a purchase order. Prior to making the purchase, the Faculty Office will determine whether the purchase is acceptable. If you have approval, the Faculty Office will explain how you can make the purchase. If you pay for the product or service yourself and have had prior approval, you will receive reimbursement, so be sure to keep all receipts.

Please contact your Faculty Office for access to the reimbursement form. For more information, please contact the Purchasing Agent at Ext. 221.

MAILBOXES AND VOICEMAIL

Faculty mailboxes are located in or close to Faculty Offices, and your Faculty Administrative Assistant can provide you with more information. It is important to check your email and voicemail regularly. If you need to make a work-related long distance phone call from your office, please ask your Administrative Assistant. A detailed instruction sheet on how to use the voicemail system is available from the IT Services Help Desk. If you experience problems with your telephone extension or voicemail, contact the IT Services Help Desk, ext. 277, or ithelp@ocadu.ca.

ADMISSIONS & RECRUITMENT

Location: 230 Richmond St., Level 3, Suite 8301

Contact: Jan Sage, Director, Admissions & Recruitment, Ext. 236, jsage@ocadu.ca

The Admissions & Recruitment Department performs two distinct functions; each area has its own mission in the overall delivery of a new first year student body.

As recruiters, we strive to deliver OCAD University's message effectively to the marketplace where it will be heard by the brightest, most qualified, most interested prospective students. We are committed to building strong, positive relationships with educators and their students; to maintaining open lines of communication with internal departments and external organizations; and to expanding recruitment initiatives. It is our job to be well-informed representatives of the University's overall mission.

As admissions administrators, we aspire to provide a seamless admission process to these applicants with clear and accurate information conveyed in a timely, personable manner.

We participate in/host a number of recruitment activities:

- Ontario Universities' Fair
- Look Inside, OCAD University's Annual Fall Open House
- Portfolio Clinics
- National Portfolio Day
- Portfolio Assessments for admission
- Summer Intensive Programs
- Outreach programs for Elementary and Secondary Schools

We need faculty involvement for many of these initiatives to be successful. If you are interested in becoming a more active participant in these institutional events **contact** : Director, Admissions & Recruitment at Ext. 236 or email jsage@ocadu.ca or contact your Dean.

ALUMNI ASSOCIATION

Location: 100 McCaul Street, Room 249

Contact: Maggie Broda, (AOCA, Drawing & Painting, 1972), President
Ext. 383, mbroda@ocadu.ca

The Alumni Association is a volunteer-run organization committed to encouraging and promoting the spirit of unity among its members; promoting the welfare, prestige and excellence of the University; fostering an understanding of the function of the Alumni Association among OCAD U students; and providing resources, information and activities for its members in the belief that their educational experience with the University continues throughout their entire life.

Goals include:

- Developing and fostering an interactive networking environment for OCAD U's alumni
- Encouraging and providing opportunities for partnering, sharing ideas and affiliations as well as offering continued learning within the Association
- Supporting OCAD U faculty, students, and administrators

The Association Council meets approximately ten times a year and provides services and funds for activities for alumni, and for programs that support the Association's mission and goals. Open studio life drawing classes are offered by the Association at a reasonable fee throughout the year. Merchandise is available for sale at selected events, and Alumni rings are available for order online. More information available at <http://www.ocadu.ca/alumni/alumni-association.htm>

If you have questions about the Alumni Association, please **contact:** Maggie Broda, President, Alumni Association, Ext. 383, mbroda38@gmail.com

DEVELOPMENT & ALUMNI RELATIONS

Location: 205 Richmond St., 3rd Level

Contact: Ext. 4888 – Main Office Number

Development & Alumni Relations supports the University by matching OCAD U's strategic and academic priorities with donors' and other partners' goals in order to attract resources that enhance learning, teaching and research in art and design. Alumni Relations' mission is to engage OCAD U alumni as active participants, advocates, and contributors who collectively strengthen the University. Inspiring pride in OCAD U and providing meaningful opportunities for our alumni to interact with the University and one another is a key mission for the department.

Development & Alumni Relations' overall objectives include:

- Strengthening of services provided by OCAD University through support from private, corporate and public entities;
- Building and managing effective relationships with those whom have an affinity for the University's objectives, including prospects, donors, volunteers, alumni, students, faculty and other members of the University's community;
- Increasing the profile of OCAD U through events and activities that engage specific target audiences.
- Collaborating with the Alumni Association
- Collaborating with the OCAD U Foundation

If you have questions please contact the main office number at Ext. 4888

DIVERSITY & EQUITY INITIATIVES

Location: Rosalie Sharp Pavilion, 115 McCaul St., Level 2

Contact: Jane Ngobia, Director, Diversity & Equity Initiatives
Ext. 486, jngobia@ocadu.ca

OCAD University is committed to establishing educational and employment practices that value diversity and equity. The University's support for equity is grounded in its commitment to achieve a work and learning environment that is free of discrimination and harassment as defined in the Ontario Human Rights Code. OCAD U will strive to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in university life, and to make considerations of equity an essential element of all policies, practices and decisions. Every member of the OCAD U community is responsible for conducting themselves in an appropriate and responsible manner, treating others fairly, and with dignity and respect.

The office of Diversity & Equity Initiatives serves all OCAD U students, employees, visitors and volunteers. The office does not advocate for any individual or group. It advocates for fairness and for an inclusive community, where dignity and human rights of all its members are respected and upheld.

MARKETING & COMMUNICATIONS

Location: 205 Richmond Street West, Suite 7420

Contact: Kelley Teahen,
Director, Marketing & Communications
Ext. 222, kteahen@ocadu.ca

Sarah Mulholland,
Media & Communications Officer
Ext. 327, smulholland@ocadu.ca

Kanyika Yorke,
Coordinator, Marketing & Communications
Ext. 427, kyorke@ocadu.ca

Marketing & Communications is responsible for developing, implementing and evaluating strategic marketing, communications and public affairs initiatives to all OCAD U stakeholders, while ensuring practices are reflective of the University's rapidly changing academic and research environments. The department's areas of responsibility include online architecture and development, outreach events, media relations and public communications, social media, government relations, issues and reputation management, brand management, as well as publications and other marketing materials, such as advertising.

Online Architecture & Development

Marketing & Communications is responsible for planning, developing, designing, implementing, maintaining and enhancing OCAD U's web services, including the University's public website www.ocadu.ca.

In addition to providing training on the website's CMS (content management system) to give Faculties and departments direct control of their online content, we collaborate with faculty, staff, and students to provide innovative marketing and communications solutions and services that enhance OCAD U's online presence.

Contact: Ramtin Lotfabadi,
Manager, Online Architecture & Development,
Ext. 475, rlotfabadi@ocadu.ca

Henry Li, Web Analyst,
Ext. 3020, hli@ocadu.ca

Outreach Events

Marketing & Communications is responsible for planning and organizing major, University-wide outreach events not directly related to fundraising. (Fundraising events are produced by Development & Alumni Relations.) In addition, we coordinate OCAD U's involvement in thirdparty events that foster connections between the University and external stakeholders, such as Luminato and Nuit Blanche. The OCAD U Global Planning Calendar (!:\Global Planning Calendar) provides a snapshot of events in which the University is involved.

Contact: Jeff Zoeller,
Manager, Outreach Events
Ext. 469, jzoeller@ocadu.ca

Media Relations and Public Communications

Marketing & Communications plans and executes media-, public and government-relations activities to raise OCAD U's profile among key publics. The department works to promote the work of faculty, student, staff, and alumni, and is responsible for promoting OCAD U news to targeted media outlets, monitoring media for stories on or related to OCAD U, managing OCAD U's social media presence and communicating major institutional news internally.

Contact: Sarah Mulholland,
Media & Communications Officer
Ext. 327, smulholland@ocadu.ca

WHERE TO FIND OCAD U ON SOCIAL MEDIA:

OCAD U's official Facebook page:

<http://www.facebook.com/ocaduniversity>

OCAD U on Twitter:

<http://twitter.com/ocad> and <http://twitter.com/ocaduniversity>

OCAD U on Flickr:

<http://www.flickr.com/groups/ocadu/>

We can also be found on **LinkedIn** and **Foursquare**.

Publications

Marketing & Communications produces Sketch, the University's award-winning flagship magazine. We also track the achievements of faculty, students, staff and alumni, profiling them in print and online, and provide writing, editing and proofreading services in the production of institutional publications (e.g., the Annual Report and the undergraduate viewbook) and other marketing materials (e.g., advertisements, promotional postcards, etc.).

Contact: Larissa Kostoff,
Managing Editor,
Ext. 340, lkostoff@ocadu.ca

Graphic Design

Marketing & Communications ensures that the University's image is consistently and appropriately represented in marketing and communications materials. We routinely develop visual concepts and designs for OCAD U publications, posters, brochures, advertisements and signage, overseeing art direction and production, and ensuring that the University's visual identity guidelines are respected.

Contact: Cheryl Wang,
Graphic Designer
Ext. 482, cwang@ocadu.ca

Kanyika Yorke,
Coordinator, Marketing & Communications
Ext.427, kyorke@ocadu.ca

OCAD U'S NEW VISUAL IDENTITY

For our new identity, we worked with internationally renowned Bruce Mau Design (BMD) to develop an intensive research and engagement process that involved students, alumni, faculty, staff and community members. The process included interviews, workshops, questionnaires, leading classroom discussions, and social media—all with the goal of engaging participants and extrapolating the stories and spirit of OCAD U.

The synthesis of this material led BMD to a robust set of design principles that would guide the design and evaluation process. The visual identity needed to be a true reflection of what we heard and saw: an inclusive, vibrant and vital institution built on creativity, risk and innovation.

With this in mind, we collectively wondered, 'can the visual identity reveal the extraordinary creative energy that lives at OCAD U?' Inspired by the iconic and transformational Alsop-designed Sharp Centre for Design, BMD created a base of black and white pixel 'windows' — modular frames to hold actual student art and design work. It is through these 'windows' that we see the core of OCAD U that is often hidden from view—conceptually strong, diverse, and compelling.

This is a dynamic and modular identity where every year, graduating student medal winners will be invited to design a logo within the basic window framework providing a set of logos for that year. As OCAD U grows and matures, a living library of identities will necessarily emerge, recording the ideas and aesthetics that have shaped our culture over time.

The Marketing & Communications department has developed communications materials with the new identity – logos, presentation templates, digital letterhead templates, advertisement templates, poster templates, signage templates, brochure templates and institutional report templates. You're invited to get in touch with us in Marketing & Communications to obtain information about the identity and to address your communications requirements.

**RECOMMENDED
READINGS:
INTERNAL & EXTERNAL
DOCUMENTS**

INTERNAL DOCUMENTS

Administrative Policy

(http://www.ocadu.ca/about_ocad/administrative_policies.htm)

The OCAD University website provides access to important institutional policies that can help you to be more knowledgeable and responsible in your role, including:

- Risk Management and Health and Safety Guidelines, Procedures and Policies
- Campus Security and Safety Regulations and Measures
- Employee E-mail Policy
- OCAD U Human Resources Policies
- Purchasing and Reimbursement Policies and Procedures from the Finance Office
- Guidelines for the use of Digital Signage and the Online Events Calendar
- Graphic and Editorial Standards for OCAD U

Faculty Memorandum of Agreement

(http://www.ocadu.ca/Assets/pdf_media/MOA+2010+-+2013.pdf)

The Faculty Memorandum of Agreement is the document that details the rights and responsibilities of all Ontario College of Art & Design Faculty Association members and of members of management in relation to the members of the Faculty Association. In this document, you will find information related to faculty ranks and appointments, work load, compensation, professional development, and review and promotion processes among other matters of importance to members of the Faculty Association.

OCAD University Academic Plan

(<http://www.ocadu.ca/Assets/Academic+Plan.pdf>)

The OCAD University Academic Plan (2011-2016) serves as a blueprint for future academic development and informs decisions regarding curriculum development, teaching and learning goals and research foci, and is foundational to our broader strategic planning process. The Academic Plan outlines the teaching and learning priorities that are shared across campus, as well as more detailed information on the priorities and strategies of each Faculty and the units that support the academic mission of the institution.

OCAD University Annual Report

(http://www.ocadu.ca/about_ocad/publications/annual_reports.htm)

The Annual Report is directed toward our public and private stakeholders and contains an analysis of our progress toward the goals that we have set out for ourselves in our Strategic Plan. This report contains information on some of the exciting and innovative initiatives underway at OCAD U.

OCAD University Strategic Plan

(www.ocadu.ca/strategicplan)

This is the overarching planning document for OCAD U and it speaks to what we value and intend to achieve as an institution of higher learning in Art & Design. In this plan, we cast our minds forward to our future – what we envision as the nature of the teaching and learning experience, our research intentions, and our physical and human resources. The Strategic Plan articulates our understanding of our historic and future role in defining and delivery what constitutes exemplary education in Art & Design.

OCAD University Institutional Quality Assurance Process (IQAP)

(http://www.ocadu.ca/about_ocad/governance/iqap/policy-resources.htm)

The OCAD University Institutional Quality Assurance Process (IQAP) Policy describes the procedures for developing, reviewing and approving new undergraduate and graduate program proposals and changes to existing programs. In addition, it outlines the process for the University's annual program review cycle. This internal process specifies the requirements of OCAD University's governance process to the point of submission to the Quality Council as appropriate. The Senate of OCAD University holds ultimate responsibility for the Institutional Quality Assurance Process via the Senate Quality Assurance Committee and the authority responsible for the policy's administration and application is the university's senior academic officer, the Vice-President, Academic. The Vice-President, Academic is also the authoritative contact between the University and the Ontario Universities Council on Quality Assurance (Quality Council).

OCAD University Undergraduate and Graduate Academic Regulations & Procedures

You and your students have a shared responsibility to understand and abide by the Academic Regulations and Procedures in effect at OCAD University. The OCAD U website is the definitive source for information on:

Academic Considerations for Religious Observances
 Academic Misconduct Policy
 Academic Progression
 Academic Standing
 Attendance Policy
 Change of Major/Program
 Choice of Major/Program in First-year
 Course Weight
 Credit Requirements and Limits for Alumni in Degree Programs
 Dean's Honour Lists
 Deferred Final Examination Policy
 Defining Year of Study
 Enrollment Status
 Final Tests, Examinations and Critiques
 Grade Appeal
 Grading Scheme and Course Grading Scheme
 Graduation Approval Process
 Graduation Requirements
 Graduation with Distinction
 Incomplete Grades
 Letters of Permission
 Maximum Credit Attempts
 Pan-Canadian Protocol on the Transferability of University Credits
 Posthumous Degrees Religious Observance Dates
 Reinstatement
 Repeat Courses
 Second Credential
 Student Access to Final Examination Materials
 Student Petition
 Transfer from Diploma to Degree Program
 Undergraduate Student Mobility/Exchanges Program

OCAD University Phone Directory

(http://academic.ocad.ca/emp_directory/)

Organizational Charts

(http://www.ocadu.ca/about_ocad/human_resources/organizational_charts.htm)

These charts illustrate the current administrative structure at OCAD University.

Campus Wayfinding

(http://www.ocadu.ca/about_ocad/overview/maps_floor_plans.htm)

This wayfinding map includes an overview of OCAD University's campus buildings and floorplans (not to scale) to help visitors, students, faculty and staff find their way around the campus.

EXTERNAL DOCUMENTS**Ontario Council of Academic Vice-Presidents Undergraduate Degree Level Expectations**

In 2005, the Ontario Council of Academic Vice-Presidents prepared a document which outlines the base-line expectations for learning outcomes achieved by graduates of all Ontario baccalaureate programs. The Undergraduate Degree Level Expectations (UDLEs) fall into the following six areas:

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Application of Knowledge
4. Communication Skills
5. Awareness of Limits of Knowledge
6. Autonomy and Professional Capacity

Each Ontario University has been invited to define the ways in which the knowledge, skills and values associated with these UDLEs are intentionally cultivated within degree programs.

POLICIES

Clarification of Grade Distribution Policy: Information for Students and Faculty

There is considerable confusion and misunderstanding regarding the Grade Distribution Policy among both students and faculty. This information sheet is intended to explain the reasons for instituting such a policy, clarify what the policy is, and dispel some of the myths afloat in the halls and virtual space of OCAD U.

1. The Grade Distribution Policy is NOT a bell-curve system. No faculty member is required to “bell” the grades in his/her courses. (See FAQs below for an explanation of a bell-curve.)

2. The Grade Distribution Policy (GDP) was instituted in an effort to address the following serious issues and inequities:
- Grade inflation: in the past, the proportion of As and Bs relative to other grades was unrealistically high—to the point where an “A” no longer signified excellence and mediocre performance was awarded a “B”. This grading practice was unfair to students for several reasons: the lack of discriminating and competitive grading disadvantaged students whose work was truly excellent, and many students were given a false impression of where they actually stood in relation to their peers and in relation to a standard of excellence expected by employers and post-graduate programs. Grade inflation undermines the credibility of an institution and devalues the credentials of its graduates.
 - Uneven grading practices across the institution: in the past, the average grades of courses in the Faculty of Art were higher than in the Faculty of Design, and both were in turn higher than in the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. The disparity between Faculty of Art and Faculty of Design grades was sufficiently great for the Scholarships and Awards Committee to base its decision solely on adjudication, because grades could not be trusted. That was an absurd situation.

3. Grades need to be an accurate reflection of performance. Performance is based on two key components:

- Knowledge and ability as demonstrated in work produced and presented in a course.
- Personal management skills as evidenced by showing up prepared for class, completing all work as required and on time, and managing time effectively.

What is the Grade Distribution Policy?

It is a framework for leveling the playing field across all Faculties, all programs, and all courses. It is designed to help faculty think about the grades they are assigning, not just at the end of the course but as the course progresses: too many As and Bs may mean the

assignments are not challenging enough; too many Ds and Fs many mean the work is too difficult or the evaluation tools are not appropriate. For As and Bs to signify excellent or above average work, the overall average of a class should fall in the middle range: high C (65-68%) for 100 and 200-level courses and low B (71-74%) for 300 and 400-level courses. The overall average generally goes up with each year level as weaker students fall behind or drop out.

Grade	100 & 200 Level Courses	300 & 400 Level Courses
A+	Not more than 5%	Not more than 5%
A	5%-20%	5%-25%
A+B combined	Not more than 65%	Not more than 70%
F	Not more than 15%	Not more than 15%
Target Average Grade/Mark	C+ (65-69%)	B (70-74%)

Grading Scheme

90-100% A+ = Exceptional: Exceeded expectations in demonstrating knowledge of concepts and/or techniques, and exceptional skill in their application in satisfying the requirements of the course.

80-89% A = Excellent: Demonstrated a thorough knowledge of concepts and/or techniques, and with a very high degree of skill in their application in satisfying the requirements of the course.

70-79% B = Good: Demonstrated a good knowledge of concepts and/or techniques, and considerable skill in their application in satisfying the requirements of the course.

65-69% C = Satisfactory: Demonstrated a satisfactory level of knowledge of concepts and/or techniques and competence in their application in satisfying the requirements of the course.

60-64% C- = Low Satisfactory: Demonstrated a level of knowledge of concepts and/or techniques and their application to the requirements of the course that was minimally satisfactory in an elective or non-major subject, but unsatisfactory in a core course of the student's major subject.

50-59% D = Poor: Demonstrated minimal knowledge and ability to apply concepts and/or techniques in satisfying the requirements of a course.

0-49% F = Fail: Failure to meet minimum course requirements.

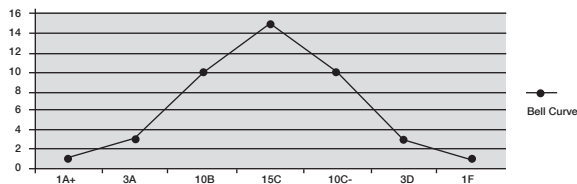
For courses where the grades do not fall into these ranges, the instructor is asked to provide a written explanation to the Faculty Office.

No faculty member is forced to Bell-curve his/her grades.

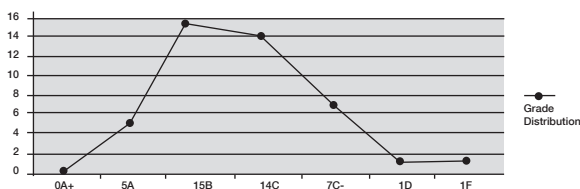
FAQs

1. What is a bell-curve?

A bell-curve is a grading practice – also called “belling the marks” – that enforces a distribution of final grades that would emulate the shape of a bell if you drew it on a chart, for example:



Sometimes a bell-curve happens naturally in a class. But if a professor “bells the marks,” it means that a distribution such as the following, which fits perfectly well into the OCAD U grade distribution framework, would be forced into the distribution above.



Both of these distributions could have the same class average.

The difference is that OCAD U's policy does not require that for every A+ there must be an F (and vice versa!), etc.

What about small upper level classes? Isn't it unfair to expect averages to be at the B- level and for only 15% of students to get an A? In a class of 15 that means only 2 As.

OCAD U's policy anticipates higher averages in 300- and 400-level courses. There are often exceptions, especially in very small classes, and the policy simply requests that faculty explain the deviation from the guidelines. Nevertheless, just because a class is small does not mean all students are de facto “A” students. An instructor in this situation (especially where there is not a strong differentiation among student performance) must consider student performance relative to a standard drawn from their own experience (or, if new, from the experience of seasoned faculty): “How does the work in this class relate to previous classes in the same course – or similar courses at the same level – over the past four to five years?” The important element here is thoughtful awareness of grading practices.

POLICY ON ACADEMIC CONSIDERATIONS FOR RELIGIOUS OBSERVANCES

OCAD U acknowledges the pluralistic nature of its University community and agrees that accommodation will be made to students who experience a conflict between a religious obligation and scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in project presentations or critiques. The type of accommodation will vary depending on the nature, weight and timing of the work for which accommodation is sought.

Accordingly, the request for alternative arrangements must be submitted to the instructor in charge of the course within two weeks of the distribution of the course outline, that is, at the beginning of the semester.

The instructor has a responsibility to provide reasonable alternative arrangements that do not put the student at an academic disadvantage.

In the case of a conflict with a final examination or final critique, the instructor should reschedule the examination/critique to another time during the examination/ critique period taking care that the new date and time do not put the student at an academic disadvantage. A schedule of principal holy days for the entire academic year is posted on the OCAD U Website at http://www.ocadu.ca/students/dates_deadlines.htm.

In the event that a student is not satisfied with the accommodation offered by the instructor, he/she may appeal to the appropriate Associate Dean or Chair who may grant alternative accommodation. A student who remains dissatisfied with the outcome of his/her request may seek the assistance of the Director, Diversity & Equity to facilitate a resolution.

Instructors who anticipate a conflict between a religious obligation and a scheduled course responsibilities should discuss the situation with their Dean/Associate Dean.

Implementation

All course outlines should contain the following wording, which should be brought to the attention of the students:

A student who foresees a conflict between a religious obligation and any scheduled class assignments, including the final examination or critique, must notify his/her instructor and make a written request to the appropriate Faculty Office within two weeks of the first class. Late requests for an exam or critique deferral are subject to a fee of \$70.

FINAL EXAM PROTOCOLS

1. Final exam rolls from the Office of the Registrar

- Sign-up sheets with currently enrolled students only (not students who have dropped)

2. Exam room set up

- Double spaced between chairs

3. Monitors for proctors to assist for breaks

- A floating monitor will provide breaks for proctors monitoring exams by themselves

4. Sign-in and Sign-out:

- Sign-in option at the discretion of the instructor
- Sign-out required with student card and signature

5. Late arrival:

- Students arriving later than 30 minutes may be denied access to the examination and receive zero

6. Personal belongings

- Students should not bring anything that cannot be placed in a designated area.
- Lost or stolen items are not the responsibility of OCAD U

7. Washroom breaks:

- In an emergency
- One at a time
- Students must bring exam paper to instructor/proctor
- Large classes: students must sign out and into exam room

8. Eating and drinking:

- No food (except where medical note provided); beverages permitted

9. No electronic devices:

(Including electronic dictionaries, cell phones, CD players, MP3 players, Personal Digital Assistant (PDA) etc.)

10. Use of print unilingual dictionaries:

- Generally no (discretion of instructor) Bilingual dictionaries: okay but must be presented to proctor

11. Early departure:

- Depends on size of class and location, so at the discretion of the instructor/proctor.
- Tip for large classes (Central Hall): Faculty member may orchestrate specified early departure times to minimize comings and goings. Students should be prepared to remain in the exam room for the duration of the exam

12. Special Accommodations:

- Must be arranged at least 2 weeks in advance with the Coordinator, Centre for Students with Disabilities

13. Deferred Exams:

- Illness, family emergency, religious observance (no fee required but need proper documentation)
- Other circumstances at the discretion of the instructor (fee required)
- Please see the deferred exam policy at http://www.ocadu.ca/Assets/pdf_media/ocad/students/office_of_the_registrar/1019+Examinations+Policy.pdf

14. Exam Conflict

- 2 or more exams at the same time
- More than 2 exams on the same day
- Students must inform their instructors of any exam conflicts no later than October 31st in the Fall Semester and February 28th in the Winter Semester

FINAL EXAM PROTOCOL FOR STUDENTS

1. Sign-in and Sign-out:

- Sign-in option at the discretion of the instructor
- Sign-out required with student card and signature

2. Late arrival:

- Students arriving later than 30 minutes may be denied access to the examination and receive zero

3. Personal belongings

- Students should not bring anything that cannot be placed in a designated area

4. Washroom breaks:

- In an emergency
- One at a time
- Students must bring exam paper to instructor/proctor
- Large classes: students must sign out and into exam room

5. Eating and drinking:

- No food (except where medical note provided); beverages permitted

6. No Electronic devices:

(Including electronic dictionaries, cell phones, CD players, MP3 players, Personal Digital Assistant (PDA) etc.)

7. Use of print unilingual dictionaries:

- Generally no (discretion of instructor) Bilingual dictionaries: okay but must be presented to proctor

8. Students should be prepared to remain in the exam room for the duration of the exam

9. Special Accommodations:

- Must be arranged at least 2 weeks in advance with the Coordinator, Centre for Students with Disabilities

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- Illness, family emergency, religious observances (no fee required but need proper documentation)
- Other circumstances at the discretion of the instructor (fee required)
- Please see the deferred exam policy at http://www.ocadu.ca/Assets/pdf_media/ocad/students/office_of_the_registrar/1019+Examinations+Policy.pdf

11. Exam Conflict:

- 2 or more exams at the same time
- More than 2 exams on the same day
- Students must inform their instructors of any exam conflicts no later than October 31st in the Fall Semester and February 28th in the Winter Semester

FACULTY PERFORMANCE REVIEW POLICY

Purpose

Performance Reviews are conducted in order to review and assess overall performance and to ensure adherence to standards and expectations with regard to teaching & teaching-related responsibilities, professional practice/research, and service, and to make recommendations to the University Performance Review Committee regarding career progress and merit progress increments. Performance Reviews also facilitate the identification and development of recommendations regarding performance issues and/or professional development activities.

Performance Reviews are separate and distinct from the Peer Review process, which is used to make decisions regarding promotion of rank and conferral of tenured appointment.

Timing & Outcomes of Performance Reviews

For CLTA faculty seeking re-appointment, a Performance Review is conducted in the year prior to re-appointment in order to make recommendations to the Dean of Faculty concerning future re-appointment, career and merit progress increments, and to identify and make recommendations concerning any performance issues.

For Tenure-track faculty, a Performance Review is normally conducted every year in order to make recommendations to the Dean of Faculty concerning the continuation of their probationary appointment, career and merit progress increments, performance issues and/or professional development. Any decision to grant permanent status is made through the Peer Review process, with consideration given to Performance Reviews conducted during the tenure-track term.

For Continuing faculty, a Performance Review is normally conducted every three years (unless otherwise specified) in order to make recommendations to the Dean of Faculty regarding the continuation of their appointment and/or future re-appointments, career and merit progress increments, performance issues and/or professional development.

For Tenured faculty, a Performance Review is conducted every three years (unless otherwise specified) to make recommendations to the Dean of Faculty concerning career and merit progress increments, performance issues and/or professional development.

PERFORMANCE REVIEW PROCESS

Notification

Faculty shall be notified of a pending performance review via e-mail and regular mail to their home address by November 15th. Such notification shall request confirmation back to the Faculty Office by e-mail, fax, or letter confirming its receipt. The Faculty Office will follow up with those faculty members who do not respond to this notification.

Preparation

In making its evaluation, the Performance Review Committee will consider the following materials:

- Annual Activity Reports submitted for the past two academic years;
- Course outlines submitted for the current and previous academic years (to clarify, faculty teaching summer courses should submit summer course outlines for the past two academic years);
- Performance Review from the previous review period;
- Any additional materials relating to the current review period submitted by the faculty member and/or Chair of the Performance Review Committee. Only materials which have been brought to the attention of the faculty member under review may be considered, including published course evaluations and written communication on file; [Note: with the recent re-establishment of course evaluations at The University, it should be noted that they will be used with discretion as one of many sources of information considered in the review.]
- Solicited or unsolicited letters of support (e.g. from students, faculty, and externals) will not be considered; nor will anecdotal evidence be considered
- Classroom visits may be conducted at the request of the faculty member or the Chair of the Performance Review Committee to be scheduled by mutual agreement, and are a mandatory part of the review process for Tenure-track and CLTA Faculty

Each non-sessional faculty member shall submit materials required for Performance Review no later than January 31st of the year in which he/she is to be reviewed. It is recommended that faculty review their Performance Review file for completeness.

Performance Review Committee

The Performance Review Committee consists of the appropriate Associate Dean of Faculty (or designate) as Chair and two faculty members elected by a quorum (50%+1) of the total tenured faculty members in the relevant Faculty or, in the event a quorum does not respond, two faculty members selected by the Dean of Faculty from the Faculty's tenured faculty members.

The Performance Review Committee meets to discuss the above-listed materials and conduct its review of the faculty member's performance during the current review period. The criteria for review are the Standards for Performance for Academic Ranks, as outlined in Schedule B of the Memorandum of Agreement. The Committee's comments are documented in draft form on the Performance Review Form.

The Chair of the Performance Review Committee then meets with each faculty member under review to discuss his/her performance during the review period and to go over the draft Performance Review Form. Following these meetings, the Chair finalizes the Performance Review Form and submits it to the faculty member. Faculty members must sign the Performance Review Form to acknowledge its receipt. Such signature does not indicate agreement with the Form's contents. The faculty member may choose to add comments to the Form in the section provided. Such final Form shall be forwarded to the Performance Review Committee as outlined below, as well as entered into the faculty member's employee file in Human resources.

Follow-up

In the event that performance problem(s) are identified as a result of a Performance Review, the faculty member and Chair discuss ways to address the issue(s), including professional development if appropriate. The faculty member, in consultation with the Chair of the Faculty Review Committee, will develop a specific action plan and schedule to address the issue(s) identified. Such action plan is attached to the Faculty Performance Review Form and entered into his/her employee file.

Appeal Process

A faculty member who disagrees with the outcome of the Performance Review and/or its Recommendations is encouraged to discuss the matter with the Chair of the Faculty Performance Review Committee. In the event that a satisfactory resolution is not found, the faculty member may appeal the matter in writing to the Dean of Faculty, who will make a determination. Appeals must be received in writing by the Dean no later than 15 days after the date of receipt of the decision by the faculty member.

Performance Review Committee

All final Faculty Performance Review Forms are forwarded, normally no later than April 1st, to the Office of the Vice-President, Academic with the Committee's recommendations for the Performance Review Outcome for each faculty member under review that year. As outlined in Article 24.3.6 of the MOA, the potential Performance Review Outcomes are: meets basic expectations; fully meets expectations; exceeds expectations; and significantly exceeds expectations.

Consisting of the Vice-President, Academic (Chair) and Deans of Faculty, the University Performance Review Committee is responsible for maintaining consistent standards across the University, and ensuring the total number of steps awarded (career/merit progress increases) does not exceed 1.2 times the number of faculty members eligible for career progress increments.

Final decisions of the university Performance Review Committee are normally reached by May 15th and communicated in writing to each faculty member.

FACULTY PEER REVIEW POLICY**Purpose**

Peer Reviews are used to assess overall performance and make recommendations concerning promotion of rank and conferral of tenure.

The Peer Review process is separate and distinct from Performance Reviews, which are used to assess performance during a specific review period and to identify and develop recommendations concerning performance issues and/or professional development. Performance Reviews are considered as part of any Peer Review process.

Eligibility for Peer Review

Tenured and Continuing faculty holding the rank of Assistant Professor or Associate Professor may apply for promotion to the next rank after a minimum of three years at their current rank at the University. Such application must be made by submitting a completed Application for Peer Review form to the Dean of Home Faculty no later than October 1 for promotion in the following academic year. Candidates who are unsuccessful in applying for promotion of rank may reapply after a minimum of two years.

Probationary faculty may apply for tenure during their probationary term. Such application must be made by submitting a completed Application for Tenure form to the Dean of Home Faculty no later than October 1 for promotion in the following academic year. Unless extended by approved leaves, probationary terms are for a maximum of five years, after which the appointment must be terminated or become tenured.

Peer Review Committee

Peer Reviews are conducted by a Peer Review Committee consisting of:

- Dean of Faculty or designate appointed by the VP Academic (Chair, non-voting except in case of a tie);
- Associate Dean of Faculty, or designate (voting);
- 2 faculty selected by the Chair from the Home Faculty's Tenured and Continuing Faculty, both of whom must be of equal or where possible higher rank than the candidate (voting); and
- Up to 1 additional faculty member who may be added at the discretion of the Committee for diversity and/or specific expertise (voting).

PEER REVIEW PROCESS**1. Preparation**

In making its evaluation, the Peer Review Committee will consider the following:

- The Application for Promotion of Rank or Application for Tenure;
- Performance Reviews;
- Annual Activity Reports submitted each year;
- Additional materials relating to the review period submitted by the faculty member and/or the Chair of the Peer Review Committee. Only materials which have been brought to the attention of the faculty member under review will be considered, including published course evaluations and written communication on file;
- In cases of Tenure and of Promotion of Rank to Full Professor, the Peer Review Committee, in consultation with the candidate, shall request referees external to the university to comment on the candidate's contributions in the area of professional practice/research. Solicited or unsolicited letters of support (e.g. from students, faculty and externals) will not be considered; nor will anecdotal evidence be considered;
- Classroom visits may be conducted at the request of the faculty member under review or the Chair of the Peer Review Committee to be scheduled by mutual agreement, and are a mandatory part of the review process for Probationary faculty.

2. Committee Review

The Peer Review Committee meets to discuss the above-listed materials and to conduct its review. The criteria for review are the Standards for Performance for Academic Ranks, as outlined in Schedule B of the MOA. The results of this review are documented on the Recommendation for Promotion of Rank Form or Recommendation for Tenure Form.

3. Communication with the Faculty Member

Following the Committee's review and finalization of the Form, the Chair of the Peer Review Committee meets with the faculty member to discuss his/her Peer Review and provide the Recommendation for Promotion of Rank Form or Recommendation for Tenure Form. In cases of Promotion of Rank, the faculty member may choose to withdraw their application at this stage.

4. Approval by the University Peer Review Committee

The Peer Review Committee submits its recommendations to the University Peer Review Committee, which consists of the Vice- President, Academic (Chair, voting), the Chair Senate, and a faculty member of Senate normally holding the rank of Full Professor. The recommendations of the University Peer Review Committee shall then be subject to approval by the President and the Board of Governors.

5. Appeal Process

A faculty member who disagrees with the Peer Review and/or its decision to deny promotion of rank or conferral of tenure is encouraged to discuss the matter with the Chair of the Faculty Peer Review Committee. In the event that a satisfactory resolution is not found, the faculty member may submit a written "Request for Peer Review Appeal" to the Human Resources within 14 calendar days following notification of the Peer Review decision to be appealed.

The Peer Review Appeal Committee consists of the following:

- VP Academic, or designate with the approval of the President (Chair, non-voting);
- Dean (or designate) from another Faculty with approval of the VP Academic; and
- 2 faculty selected by the Chair from the Home Faculty's Tenured and Continuing faculty, who were not members of the Faculty Peer Review Committee which made the decision being appealed, both of whom must be of equal or where possible higher rank than the candidate

The Chair of the Peer Review Appeal Committee will make every effort to convene a meeting of the Committee within 30 days of the receipt of a "Request for Peer Review Appeal" by Human Resources, and to communicate the Committee's decision in writing to the faculty member in a timely manner. The decision of the Peer Review Appeal Committee is grievable only to the extent outlined under Article 24.5.5 of the Memorandum of Agreement.

IT ACCEPTABLE USE POLICY**Purpose**

The purpose of this Acceptable Use Policy (AUP) is to set forth the acceptable use of OCADU's computing and networking facilities hereinafter referred to as the "System" and to outline what constitutes unacceptable use of the System and the consequences of violating this policy. OCAD U's System exists to support the instructional, administrative and research needs of the University. Maintenance and supervision of the System is performed by OCAD U staff to ensure User confidence in the integrity and security of this resource and to establish consistent University-wide procedures and regulations.

Conditions of Access and Use

Any User who has been granted access to OCAD U's networks via a User identification and password hereinafter referred to as the "User" is bound to comply with this policy.

Users are permitted to use only those accounts for which they are authorized, and shall take necessary precautions to prevent others from obtaining access to their computer accounts by keeping individual passwords confidential and by changing them regularly.

OCADU's System is intended for university-related activities. Incidental personal use should be kept to a minimum and should neither interfere with the individual's job-related use nor with the job-related use of any university employee. Offering OCAD U networked information or services for sale or personal gain is strictly prohibited. Fundraising and advertising activities require specific authorization from the Director, Development or Director, Communications.

Users are expected to give consideration to maximizing university resources and to proper file management. Accumulation on the network of unnecessary, out-dated, or non work related files is discouraged.

Any use of OCAD U's System to create, store or transmit material that is in violation of the Criminal Code of Canada, or the Ontario Human Rights Code or any federal, provincial or municipal laws or regulations is strictly prohibited. Users are prohibited from using the University System in a threatening, discriminatory or harassing manner. Any use of the System that is in violation of any existing university policy is prohibited.

IT Services assumes that any data on the network is confidential and will be treated as such unless the User intentionally makes data public. Copying or examining other Users' files or programs without their consent is prohibited. Intercepting or examining the contents of messages, files or communications in transit on the network is prohibited. Entry into a university computer system, including networked systems, by individuals not specifically authorized shall be viewed as a contravention of the Trespass to Property Act and normal legal sanctions will be applicable.

Work performed by System administrators for maintenance or diagnostic purposes may at times require access to individual User files or data, however System administrators will strive to maintain the User's privacy and handle the information in an appropriate manner. In the case where a serious violation has occurred, the Chief Information Officer will report the matter to the VP, Administration and to the Director, Human Resources. This information will be shared with that employee's managerial supervisor and with the management of other affected services, if required.

No User shall deliberately jeopardize the integrity of the networks or computers. This includes but is not limited to: unauthorized use of another User's computer ID or password; seeking information about or attempting to modify University computer security; attempting to degrade system performance or capability; attempting to damage systems, software, intellectual property or confidential communications of others; and knowingly propagating computer viruses, electronic chain letters or spam. Users must not misrepresent their identity as senders of messages or mislead by the content of such messages. Any violation of copyright, patent, trademark, trade secret, or other intellectual property rights via the University System is prohibited.

All software, in any media, is protected under the Criminal Code of Canada. Therefore, making unauthorized copies of proprietary software, or offering unauthorized copies of proprietary software to others, is prohibited by law. OCAD U assumes no liability for any breach of copyright resulting from violation of software licenses, and will assist any software supplier, with just cause, to prosecute individuals violating copyright laws.

OCAD U retains the right to remove content or communications from the university System which are in violation of this AUP.

Complaint and violation resolution process

The Chief Information Officer may become aware of alleged violations of the AUP either through a complaint or through the course of normal operations. Confidential data will not be examined without probable cause and approval from the Director, Human Resources and the VP, Administration to conduct the investigation. The findings of the investigation will be forwarded to the Director, Human Resources to determine what further disciplinary action is required, if any. If, in the opinion of the Chief Information Officer, the integrity or security of the System is at immediate risk, the Chief Information Officer is authorized to take necessary steps to protect the System. Such steps may include the locking of an account or accounts prior to a formal investigation on an interim basis until the perceived threat has been removed.

The Chief Information Officer, upon receiving a complaint from Human Resources; from an OCAD U employee; or from any internal or external network administrator, or upon any suspicion that a violation of the AUP has occurred, will initiate a preliminary investigation. If this requires the examination of the files, programs, or passwords of individual Users, the Chief Information Officer will seek proper authorization from the Director, Human Resources and the VP, Administration before proceeding.

Depending on the findings of the preliminary investigation the Chief Information Officer may take one of the following courses of action:

- If the Chief Information Officer determines there has been no violation of the AUP, then no further action will be taken other than to inform the complainants, and the Director, HR and VP, Administration of this decision. If the Chief Information Officer determines that the User has violated the AUP but that the offence is not intentional, serious or malicious, then the User will be informed of the decision and asked to discontinue the activities that are in violation of the AUP. If the User refuses to comply, the Chief Information Officer will consult with the Director, Human Resources and VP, Administration to authorize to restrict the User's access while the matter is further reviewed. The decision to restore the User's account access will then reside with the VP, Administration.

If the Chief Information Officer, determines a User to be in violation of the AUP and that the offence is sufficiently serious, and/or that the User has may have violated federal, provincial or municipal laws, the Chief Information Officer will refer the matter to the Director, Human Resources and the VP, Administration for their recommendation as to whether the User's access should be disabled, whether further investigation needs to be conducted and/or whether the matter needs to be referred to police.

OCAD U EMPLOYEE EMAIL POLICY

Purpose

This policy defines the acceptable use of electronic email as a method of communication at OCAD University and provides guidelines for effective practices and process in the use of the university email system.

Scope

This policy applies to all permanent, temporary or sessional faculty, academic staff and managers, and administrative staff and managers employed by OCAD U. Probationary faculty may apply for tenure during their probationary term. Such application must be made by submitting a completed Application for Tenure form to the Dean of Home Faculty no later than October 1 for promotion in the following academic year. Unless extended by approved leaves, probationary terms are for a maximum of five years, after which the appointment must be terminated or become tenured.

Eligibility

This policy applies to all permanent, temporary or sessional faculty, academic staff and managers, and administrative staff and managers employed by OCAD University.

Email Account Creation

Email accounts will be generated for faculty and staff upon notification from the OCAD U Human Resources office to create network and email accounts for new employees. Each employee will be provided with one OCAD U email account.

Email Address

Email accounts are uniquely created based on first and last name, where applicable. The email addresses are:

For faculty and academic staff:
accountname@faculty.ocadu.ca .

For administrative staff,
and academic and administrative managers:
accountname@ocadu.ca.

Quota and Size Limits

All email mailboxes are limited in size to 500MB. This limit applies to all mail items stored on the server (inbox subfolders, sent items, deleted items, etc.) A warning message will be issued to the account holder via email when the account mailbox exceeds 350MB. When the mailbox size reaches 500MB, the email server will restrict the account from sending emails until the mailbox size is reduced.

Email attachments are limited to 6MB for both sending and receiving.

Support Email Software

OCAD U IT Services only supports Microsoft Outlook and Entourage as email client. IT Services will be evaluating new email clients on an ongoing basis and will communicate support for additional mail clients as it becomes available.

A web-based version of the OCAD U Outlook email system is offered and can be accessed from any computer with Internet access. This web-based version of Outlook OCAD U email service works with all internet browsers but provides the most functionality through Internet Explorer.

Support and service for hand-held devices is primarily focused on Blackberries receiving email through the OCAD U Blackberry Enterprise Server (BES), authorized through contracts negotiated by OCAD U on behalf of specific OCAD U faculty, staff and managers. Support for other mobile hand-held devices, such as iPhones and Blackberries not using the OCAD U BES service, may be available but is limited.

Forwarding

Forwarding to non-OCAD U email addresses from OCAD U email addresses is not supported for OCAD U employees.

Email Account Privacy and Responsibility

OCAD U IT Services strives to protect the privacy of system users, and respects the privacy of correspondence between individuals. IT Services will not examine, interrupt, or monitor the contents of e-mail except for troubleshooting purpose. In the event OCAD U is required to review the contents of individual email accounts, procedures defined in the "OCAD IT Acceptable Use Policy" will be adhered to.

All account holders must adhere to relevant university policies, procedures, guidelines, and regulations, including the "OCAD IT Acceptable Use Policy". Users are responsible and accountable for their actions while using the OCAD U network. All OCAD U employees should familiarize themselves with and understand OCAD U's compliance with the Freedom of Information and Protection of Privacy Act (FIPPA) by visiting:

http://www.ocadu.ca/about_ocad/governance/info_privacy.htm

Password and Security

OCAD U IT Services strives to provide the strongest possible security for OCAD U computing and network resources.

Users are expected to create e-mail account passwords, which adhere to security best practices. Users should not share their e-mail password with anyone. OCAD U IT Services staff will never ask a user for his or her e-mail password. Users who believe that their e-mail account may have been compromised should change their password immediately, and contact the IT Helpdesk (ext.277).

Mandatory password resets may be required or recommended by OCAD U IT Services for individual users or for all email system users. Password protection policies and processes will be implemented on an ongoing basis including password retry restrictions, password aging, password strength assessment and guidelines for password creation .

EMAIL ACCOUNT EXPIRY AND DELETION**Termination of Employment:**

OCAD U employee email accounts will be disabled and emails will be deleted based on instructions provided to OCAD U IT Services by the OCAD U Human Resources office.

Long Term Leave:

Email accounts will be disabled by OCAD U IT Services upon notification from Human Resources for an employee leave of over six months, including sick leave, maternity leave and sabbatical leave. Emails will be retained. The email account will be re-activated upon the employee's return to work.

Requests to maintain the email account as active during an employee long-term leave must be submitted to the Human Resources Office by the Managerial Supervisor for approval.

ACADEMIC WEB TECHNOLOGY POLICY**Purpose**

This policy sets forth guidelines for use of Academic Web Technology at OCAD University, and outlines the process for complaint reporting and violation resolution.

Scope

This policy applies to all users of OCAD U Web services. A user is defined as any faculty member, student or employee of the OCAD University, or any individual granted temporary access for administrative or academic purposes.

BACKGROUNDER**What is Academic Web Technology?**

Academic Web Technology refers to Web- or network-based tools and resources provided through OCAD U IT Services, and through OCAD Library, AV & Imaging Services, to directly support curriculum, to support education and research activities, to facilitate the sharing of information and knowledge, and to further the academic goals of the institution. Copyrighted content is made available for academic use through licenses negotiated by Library, AV & Imaging Services. Original content is provided by faculty and students as sole or collaborative authors.

This includes, but is not limited to:

- Hosting of personal Web pages by faculty and students;
- Hosting of, or provisions for blogging, wikis or portals;
- E-learning initiatives, including My Courses.

Why support Academic Web Technology?

Academic Web Technology:

- Allows users to access and collect on-line resources; share work; communicate with others; publish work globally; write collaboratively; and perform a variety of writing tasks in an on-line environment;
- Enables users to share content, such as resumes; portfolios; newsletters; journals; literature; journalism; and commentary, among many others;
- Creates opportunities for reflective learning for OCAD U students and faculty
- Allows faculty to share content such as creative practice, research, portfolios, teaching materials, learning resources and other content which is of value to the community.

Content

OCAD University supports academic freedom, including freedom of inquiry and expression, and protection of privacy in the use of its electronic resources. Freedom of inquiry and expression and academic freedom are protected to no greater degree in electronic format than in printed or oral communication.

The OCAD U Website contains Web pages created by groups or individuals whose expressed views do not necessarily represent those of OCAD University.

This policy is intended to complement, not contradict, other policies or agreements in place at the University. All information published on OCAD U servers must comply with the University's policies, as well as federal, provincial, and municipal laws including:

- IT Acceptable Use Policy
Wireless Networking Policy
Academic Computing Rules
http://www.ocadu.ca/about_ocad/technology_media/it_services/support/IT_Policies_Guidelines.htm
- Academic Standards Policies
Health & Safety Policies
Harassment Policy Student
Code of Conduct
http://www.ocadu.ca/about_ocad/administrative_policies.htm
- Ontario Human Rights Code
<http://www.ohrc.on.ca/>
- Criminal Code of Canada
<http://laws.justice.gc.ca/en/C-46/>
- Copyright Act
<http://laws.justice.gc.ca/en/C-42/>
- Provincial Freedom of Information and Protection of Privacy Act
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm

Appropriate Content

The use of Academic Web Technology is considered an extension of the classroom or studio, and is provided as a means to enable teaching, learning and research opportunities for students, faculty, staff and others.

Examples of on-line learning opportunities include:

- Researching and writing an academic paper, citing-journal articles
- Creating a portfolio or curriculum vitae of student art or design work
- Developing on-line projects for courses
- On-line art and design projects

Inappropriate Content

The following are examples of inappropriate content:

- Discriminatory, offensive content or hate speech prohibited by the Ontario Human Rights Code or the Criminal Code of Canada;
- Content that is used to harass, threaten, abuse, cause distress or discomfort to any person or entity, or content that otherwise contravenes OCADU's Respectful Work and Learning Environment Policy;
- Content that degrades, overburdens, or harms the performance of OCAD U networks, including viruses, malware, and spam.

- Content that harms minors
- Cruelty to animals
- Spamming, direct advertising or promotion of commercial activities are forbidden with the following limited exceptions:
 1. Recognition of or donor support for an event, program, service, product, or facility and
 2. Links to Web pages of a sponsoring organization or institution
- Attempted impersonation of another individual, forging of headers, theft of account information, or any unauthorized access to OCAD U Web resources;
- Copyright infringement, plagiarism or illegal reproduction of text, images or intellectual property in any format.
- Users may not publish, copy, reproduce, screen, exhibit, present or distribute information, software or other material which is protected by copyright or other proprietary right, without the explicit written permission of the copyright owner or holder.
- Certain rights may be covered under the University's License Agreement with the Canadian Copyright Licensing Agency, Access Copyright or under the various database access agreements negotiated by the OCAD Library.
- Public performance rights must be obtained for video or DVD titles shown to a group of 2 or more in the classroom or elsewhere on campus, including on the Web.
- For information on copyright law and the principle of fair dealing as it pertains to educational institutions consult Copying Right.
- Posting an individual's personal information without consent or any personal information that could reasonably identify an unnamed individual. See http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90f31_e.htm or contact the Privacy Coordinator at FIPPA@ocadu.ca for further information.

User Responsibilities

- To remain informed and comply with of all university policy and legislation relevant to academic Web technology;
- To be accountable for the use of any computing and network resources assigned to the user;
- To seek permission from the appropriate university authority to use OCAD U computing or network resources for fundamentally different purposes than those for which they were allocated;
- To understand and accept the risks of posting the user's own personal information, as it will become public.
- To learn all recommendations and guidelines posted by IT Services, and by Library, AV & Imaging Services, for use of the services provided.
- To be accountable for the responsible use of password-protected materials

OCAD U Responsibilities

To provide access to Academic Web Technology in accordance with the academic goals of the institution, within available resources for support;

- To provide and define access privileges for OCAD U users of Academic Web Technology and, with cause, revoke privileges of any user;
- To establish best practices to protect the privacy of all users of OCAD U systems;
- To ensure the security of all OCAD U systems, and when required, act on security breaches and complaints in a timely manner.

Service Level Agreement

This document sets out the terms and conditions under which this service is offered. The Web hosting servers are shared resources, and the actions of one user have the potential to interfere with the availability of the service to others. IT Services will act to protect the general availability of the service, and reserves the right to deny or suspend Web hosting service for specific account holders, in cases where an account holder's actions may compromise the overall availability of the service.

As part of this service, OCAD U IT Services agrees to:

- Provide use and access to all students and faculty for the duration of their studies or tenure as applicable, with the following conditions:
- OCAD U student Web accounts are made available and are active throughout any consecutive years of study at the university.
- Upon graduation or at any point at which a student is not registered or de-registered at OCAD U, student e-mail accounts will remain active as follows:
 1. After graduation: Account remains active for 6 months after graduation
 2. Inactive but not graduated: Account remains active for 36 months after last date of registration
 3. Final withdrawal: Account is deactivated immediately

Faculty

- Web accounts will remain active indefinitely as long as the faculty member's employment status is not classified as terminated. If status is classified as terminated the account will be deleted.
- Provide accounts with documentation to enable use of the service
- Reserve regular maintenance windows for the service. IT Services reserves the right to execute maintenance and service tests on the server outside of these maintenance windows.

- Respond, during university business hours, to telephone and e-mail reports of problems with the servers, through the IT Help Desk at ext. 277.
- Reserve the right to suspend individual user accounts with due consideration (See: Complaint and Violation Resolution Process).

OCAD U IT Services will not:

- Take responsibility for the development and maintenance of user-generated Web content.
- Guarantee 24 x 7 availability of the Web hosting service.
- Maintain backups of user content. Users are responsible for backing up their own data.
- Archive data in perpetuity. We will not archive any material, and we recommend that content be backed up by the users.
- Provide hosting for applications involving collection, transmission or storage of personal financial data, for example, credit card numbers or any other personal information not already available or disclosed.

Implementation & Enforcement

The Manager, Academic Computing is responsible for the interpretation and enforcement of the OCAD U Academic Web Technology Policy, in consultation with the Director, Library Services and the Head, Visual Resources & Special Collections. Violations of this policy will be addressed through the "Complaint and Violation Resolution Process" below. This policy is subject to review by the Academic Policy & Planning committee and may be amended at any time.

Complaint & Violation Resolution Process

Any member of the OCAD U or external community can report inappropriate or offensive Web content, including the illegal use of copyrighted materials. The process is as follows:

1. Submit complaint in writing (e-mail or regular mail) to the Manager, Academic Computing. Include evidence of the alleged violation and as much other information as possible. Complaints will not be accepted verbally or by telephone.
2. The Manager, Academic Computing will review the complaint, in consultation with the Director of Library Services or Head, Visual Resources & Special Collections as appropriate, and advise the complainant of the actions being taken.
3. If there is insufficient evidence of a violation, the Manager, Academic Computing will communicate with the complainant and, in due course, advise the Chief Information Officer and the Vice-President, Academic that a complaint has been received and dealt with.

4. If there is sufficient evidence of a violation, but the offence is deemed to be of a minor nature, the Manager, Academic Computing will inform the user that a complaint has been received. The Manager, Academic Computing or designate will work with the user to correct the violation. The user's access may be revoked and relevant content may be removed until such time as the issue is resolved. In due course, the Manager, Academic Computing will advise the Chief Information Officer and the Vice-President Academic that a minor violation has been identified and corrected.
5. If there is evidence of a violation and the offence is deemed to be of a serious nature, the Manager, Academic Computing will immediately contact the user and advise him/her that a complaint has been received and that they must discontinue the activity in question. The Manager, Academic Computing or designate will work with the user to correct the violation and to ameliorate the damages if possible. The user's access will be revoked and relevant content removed until such time as the issue is resolved. The Manager, Academic Computing will forward the original complaint, along with a detailed description of the offence and the actions taken to-date, to the Chief Information Officer and the Vice-President, Academic for resolution. The Chief Information Officer and the Vice-President, Academic shall decide whether the user's access shall be reinstated and under what terms and conditions.
6. The University has the right to remove or modify relevant content and suspend user accounts from network services.

Domain Names

This appendix defines policy specific to the use, creation and maintenance of domain names for academic Web technology.

Supported Subdomains at OCAD U

- Logical subunits of the University (example: logicalsubunitname.ocadu.ca) IT Services may create subdomains for any logical subunit of the University in order to support Web publishing initiatives.
- Officially recognized research units connected to the university (example:researchunitname.ocadu.ca) Research units are assigned a subdomain in order to delineate and differentiate distinct entities connected to the institution.
- Key applications used by faculty, students or administrators (example: applicationname.ocadu.ca) OCAD U Web applications may be given a subdomain in order to distinguish them as stand-alone resources.

Unsupported Technology Related to Domain Names IT Services does not support:

- Domain pointing, DNS hosting, or redirects from external .ca, .com, .net, .org or any other Top Level Domain for any service for student or faculty projects
- Email services of any kind, including SMTP servers, outside of what is already supported by student and faculty e-mail

Support for Student and Faculty Groups Requiring Web Storage

http://www.ocadu.ca/students/campus_life/student_groups.htm

- Recognized Student Groups (example: webspace.ocad.ca/studentgroupname) Web hosting may be requested by the student group representative(s) of officially recognized student-run groups. Application for recognition is made annually per the OCAD U Student Organization Recognition Policy and is valid from September 1 to August 31. The expiration of Web hosting services coincides with the expiration of student group status. OCAD U Student Organization Recognition Policy is located on-line: http://www.ocadu.ca/students/campus_life/student_groups.htm
- Faculty Sponsored Class Projects (example: webspace.ocad.ca/facultyprojectname) Faculty may request Web hosting for faculty sponsored student projects that are connected to a class. The expiration of this service coincides with the completion of the project or the faculty member's term.
- Student or faculty projects will not be given ocadu.ca subdomains, e-mail, or domain name hosting.

RESPECTFUL WORK AND LEARNING ENVIRONMENT POLICY

Policy No. 8001, Approved by the Board of Governors (http://www.ocadu.ca/Assets/pdf_media/ocad/about/policies/respectful_work_learning_environment_policy.pdf)

Members of the University community are strongly encouraged to familiarize themselves with this policy and the related procedures to address concerns and complaints of harassment and/or discrimination. The policy provides various options to resolve conflicts including; informal (self managed, consultative and mediation) and formal options. This policy applies to all OCAD U students, employees, volunteers, visitors, contractors and employees of other organizations not related to the University but who nevertheless work on or are invited onto University premises. The policy is in effect at all times and in all communications and interactions.

Policy Limitation

The resolution options described in the procedures are in addition to, and not in substitution for, other internal or external options or other legal rights. Nothing in this policy is intended to discourage, prevent or preclude an individual from filing a grievance through the applicable collective agreement, initiating legal action (civil or criminal) or exercising any other legal rights, including; filing a complaint with the Human Rights Tribunal of Ontario, the police or courts or any other legal body.

For more information regarding Diversity & Equity Initiatives at OCAD U please **contact** Jane Ngobia, Director, Diversity & Equity Initiatives, Ext. 486 or jngobia@ocadu.ca.

ACCESSIBLE CUSTOMER SERVICE POLICY

(http://www.ocadu.ca/Assets/PDF_MEDIA/OCAD/about/accessibility/aoda_customer_service_policy.pdf)

In accordance with the Accessibility for Ontarians with Disabilities, Ontario Regulation 429/07, Accessibility Standards for Customer Service, OCAD U is committed to providing a working and learning environment that is accessible and inclusive to all persons who work, study or visit the university. It is the policy of the University that its working and learning environments will be free from discrimination and harassment as defined by the Ontario Human Rights Code.

The objective of this policy is to identify what the equal treatment provisions of the Ontario Human Rights Code, through the AODA and the Regulation, require as a minimum legal standard in program design and service delivery to persons with disabilities and addresses the following:

- The provision of goods and services to persons with disabilities;
- The use of assistive devices by persons with disabilities;
- The use of service animals by persons with disabilities;
- The use of support persons by persons with disabilities;
- Notice of temporary disruptions in services and facilities;
- Training for all OCAD U employees;
- Customer feedback regarding the provision of goods and services to persons with disabilities; and
- Notice of availability and format of documents.

For more information, **contact:** Cathy Berry, Accessibility Manager, Ext. 2205 or cberry@ocadu.ca

**THE FACULTY OF LIBERAL ARTS & SCIENCES AND
SCHOOL OF INTERDISCIPLINARY STUDIES
INSTRUCTOR HANDBOOK
2012-2013 ACADEMIC YEAR**



OCAD UNIVERSITY
100 McCaul Street, Toronto, Ontario M5T 1W1
Tel: 416.977.6000 Fax:416.977.6006
www.ocad.ca

Welcome

Welcome to the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies at OCAD University. The information contained in this handbook is a supplement to the general OCADU Faculty Handbook, intended to serve as answers to frequently asked questions of new faculty. As always, feel free to contact the Office Manager or an Associate Dean with other questions or for further detail.

This handbook has been assembled as a guide to teaching at OCADU within the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies. Many of the issues may apply to only full-time faculty, while others may only apply to sessionals. This handbook is also a useful guide for Teaching Assistants.

This guide is updated on a regular basis and may contain policies that are under revision. Please use this as a resource to answer questions before requesting information from the staff in the Faculty of Liberal Arts and Sciences Office.

We hope your teaching experience at OCADU is enriching and encourages you to participate in the unique culture of the Faculty of Liberal Arts and Sciences, through your teaching, involvement in committees, and participation in OCAD U events. Once again, Welcome!

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Nay", is centered on a light blue rectangular background.

Eric Nay,
Associate Dean
Faculty of Liberal Arts & Sciences and
School of Interdisciplinary Studies

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ADMINISTRATIVE PROCEDURES AND POLICIES

Contact Us

Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies Office
 Room 315, level 3, 100 McCaul Street
 T: 416.977.6000
 F: 416.977.0235

Kathy Shailer, Dean, FoLAS/SIS kshailer@ocadu.ca x 318
Eric Nay, Associate Dean FoLAS/SIS enay@ocadu.ca x 314
Catherine Black, Associate Dean, FoLAS/SIS cblack@ocadu.ca (on maternity leave)
Robin Kingsburgh, Interim Associate Dean, FoLAS/SIS rkingsburg@ocadu.ca x2465
Craig Porter, Office Manager cporter@ocadu.ca x 316
Carlina Chen, Assistant cchen@ocadu.ca x 372
Elizabeth Clydesdale, Assistant to the Dean eclydesdale@ocadu.ca x 3350
Leiko Shimizu, Senior Secretary & Student Advisor lshimizu@ocadu.ca x 249

All general inquires should be directed to the Assistant FOLAS@ocadu.ca

Office Space, Mailboxes, E-Mail & Voicemail

Identification Cards

All faculty should carry an OCADU ID card when at the university. ID cards are issued by Campus Services & Security, located in the basement of 115 McCaul (the red building on the southeast corner of Dundas and McCaul); see the Campus Service Clerk to obtain your ID card. In order to receive an ID card you will need your employee number, the Senior Secretary will send each faculty an email with this information at the beginning of the semester. As a form of identification, you should bring a copy of your contract with you to pick up your ID.

Office Space/ Security Access

All faculty and TAs have access to the Liberal Studies mailroom/photocopy/printing room 324, level 3, 100 McCaul, via card swipe entry system.

Office space for permanent faculty is allocated at the beginning your teaching assignment. The Office Manager will arrange for Campus Security to issue a key for you.

Sessional faculty and TA office space is located in room 325, level 3, 100 McCaul. Keys/and or ID swipe card access for room 325 will be issued at the beginning of your teaching term.

You must use your ID Card to access the elevator at 113 McCaul after 6 pm (the doors to the upper floors are locked after this time to the public), and the north door in the blue stairwell between OCADU and the AGO at all times of the day. You will also require your ID to access the building at 205 Richmond Street West.

Email & Computer Accounts

Once you have signed your contract the Human Resources office will forward your name and ID number to IT Services to have your email account established. Once your email account has been created you will still need to set up your account. For help setting up you faculty email account contact the IT Help Desk, room 317a, level 3, 100 McCaul at ITHelp@ocadu.ca, 416-977-6000, Ext. 277 or for general IT information www.ocad.ca/it.

All faculty must use OCADU's email system; this is the only address that the FoLAS/SIS office will support. It is also the only email address we will give to students as a means of contacting you. The university faculty email is Microsoft Outlook and is web accessible from anywhere. It works with most browsers but works best with MS Internet Explorer. With this account, you can access the computers in (room 325) or any computer at the university.

Voicemail

The University provides a limited list of voicemail numbers for instructors. There is a limit to how many voicemail extensions we are allocated, so you may not receive one right away. The Senior Secretary will contact you at the beginning of the semester with this information. If you do not require a voicemail number please inform us immediately so we can free up already assigned voicemail. If you experience problems with your telephone extension or voicemail, contact the Administrator, Facilities Planning & Management at ext. 616 or by e-mail at echarpentier@ocadu.ca.

Mailboxes

Faculty mailboxes are located outside of the FoLAS/SIS office, room 315. All FoLAS/SIS faculty and TAs will be allocated a mailbox at the beginning of the teaching term. Please check your mailbox regularly as you will receive information from our office as well as from students throughout the semester.

Photocopy Codes & Policies

The FoLAS/SIS mailroom, room 324 has a photocopier/scanner and a laser printer which is attached to the network. You will be able send print jobs from the networked computers in your assigned office to the laser printer.

To use the photocopier in the mailroom you will need to use your ID card. Instructions for initiating your card with the proximity card reader are posted beside the copier. During office hours please ask the FoLAS Assistant x372 for assistance with the copier, or contact the Assistant, Copy & Print Services at x202.

Faculty ID Cards can be used when making photocopies in machines with card swipes, such as in the Library, located at 113 McCaul, level 2, room 1215; outside the Service Bureau, 100 McCaul, second floor, room 225; and at 115 McCaul and 205 Richmond.

Please keep photocopying to a minimum, as there is a set budget for each course based on the number of students registered in your class. Put materials that you want to distribute to your class in a pre-printed/copyright-cleared course pack that may be purchased by your students (see Teaching in the FoLAS/SIS). Due to budgetary constraints, we must limit copies/printing to **15 per student (in each class)**.

Individual faculty members are allocated the following additional annual quantities:

Tenured/Probationary/CLTA	500 copies
Sessional Instructors	100 copies
Teaching Assistants	50 copies

Photocopying Tips:

Please keep in mind that laser printing costs twice as much as a photocopying, so print out one copy and use the photocopier for any additional copies you need.

Plan your printing and copying carefully:

- Clear previous settings and check for originals on the glass.
- Note the photocopier's default setting creates double-sided documents.
- To save on your photocopy budget plan to order a course pack for the vast majority of non-textbook materials you provide your students.
- Consider uploading documents into your course website in Canvas (see fair use rules).

TEACHING IN THE FoLAS/SIS

Getting Started

Academic Year, Semesters & Class Schedule

There are twelve teaching weeks in the fall and winter semesters. The summer semester is broken up into 5 durations, usually beginning the second week of May. Fall and winter semester classes occurring on Thanksgiving and Easter will be made up during the twelfth teaching week through the provision of a special extra day of classes. See the Dates and Deadlines section of the OCADU website.

Classes run continuously throughout the day, from 8:30 a.m. to 9:30 p.m. The last ten minutes of each class are considered transition time for students who have scheduled two courses back to back. The Liberal Studies Faculty office will notify faculty of their teaching schedule well in advance of the start of the semester.

Providing Course Reading Materials

OCADU Library, Book Store & Copy Services

Text books

The FoLAS/SIS office will order textbooks for all 100 level courses for the fall, winter and summer semesters. Instructors are responsible for ordering textbooks and course packs for 200, 300 and 400 level courses. Textbooks and course packs should be ordered well in advance of the start of your class.

You can order textbooks for your students from the University of Toronto (U of T) bookstore and they will be delivered to the OCADU Bookstore. The contact at U of T is:

Evelyn Junger,
Senior Course Materials Coordinator
214 College St, Toronto, ON M5T 3A1
Tel: 416-640-5842, Fax: 416-640-5336
ejunger@uoftbookstore.com

Students can pick up books from 317C The Store for Computers & Books located in room 317c, level 3, 100 McCaul, at the north end of the main building. Instructors can follow up with the store to inquire about delivery status. The contact for the OCADU bookstore is Ken Walton, Store Manager (416) 977-6000 Ext: 360 .

Course Packs

Custom publishing services for course packs and other courseware is available through Canadian Scholars' Press. **The Office of the VP, Academic now requests that all course packs, in support of OCAD U academic programs, be produced through CSPI (www.coursepack.ca).** Comprehensive copyright clearance services will ensure compliance with all copyright legislation. Faculty members are recommended to submit material 3 - 4 weeks prior to the start of classes. Re-orders will be processed quickly.

Canadian Scholars Press at 180 Bloor Street West, Suite 801.

Telephone: 416-929-2774

Faculty preparing material for course packs should contact Jillian Ness at CSPI or can also enquire through Ken Walton, Manager, 317c, the Store for Computers & Books (www.ocadu.ca/317c). Contact information is as follows:

Jillian Ness
Sales and Customer Service Representative
Canadian Scholars' Press Inc.
180 Bloor Street West, Suite 801
Toronto, Ontario
T: 416-929-2774 ext. 14
F: 416-929-1926
jillian.ness@coursepack.ca

Ken Walton
Manager, 317c-The Store for Computers & Books
OCAD University
100 McCaul St. Rm. 317c, Toronto ON M5T 1W1
Voice: 416-977-6000 ext. 360 (Store) & 361 (office & voice mail)
www.ocadu.ca/317c
kwalton@utpress.utoronto.ca

Library Collection Development

Books and other materials (in electronic or print formats) required for a course can be purchased for the library collection, subject to budgetary constraints. Complete the PDF Book Request Form found at: http://www.ocadu.ca/library/about_ocad_library/collection_development.htm, and submit it in person to a reference librarian. Library staff strives to purchase and catalogue faculty requests in a timely manner, but need at least one month notice to ensure that a book will be available for the library collection.

Library Reserves

Any item from the Library collection can be placed on reserve for a course. Students can use the reserves search feature to request a book from this collection and borrow it for up to two hours for use within the library. This service is strongly recommended for required readings, as it ensures more equitable access to course materials for all students in the class. Contact Lee Henderson (lhenderson@ocadu.ca) to request an item from the Library collection to be placed on reserve.

The OCADU Library seeks to promote fair-use principles while ensuring that all policies comply fully with Canadian copyright legislation.

Academic Policies

Fair Use

You may make available published articles for students registered in your classes, through the library reserve desk or as a PDF file placed on your Canvas website. According to Fair Use policies, you may copy:

- Up to, but no more than 10% of a text or journal.
- Full-text articles residing in databases to which OCAD has purchased access, if the article or book is out of print.

Providing PDFs of readings for your classes on My Courses is an acceptable means of delivering materials to them. However, we require that you inform them that these PDFs are for their use only within the context of the class. OCADU pays a fee for this privilege. We also suggest that not more than 40% of your reading should be PDFs and the rest should be assembled in a legally provided reader. Often materials are on the web as the result of other courses and universities placing materials on the web. It is both fair and legal to refer students to a website to read material. The fair use policies are in flux on a national level and it is our intention to honestly try to keep everyone informed about current practices. The 40% rule is currently acceptable regarding digital information. This may change.

OCADU Style Guidelines

A simplified style guideline sheet has been prepared for students; faculty may download the document from the OCADU Writing and Learning Centre website. The Dorothy Hoover Library website also provides style guidelines at the following link:
http://www.ocad.ca/library/how_do_i/find_style_guides.htm.

This cite details the distinction between the two general citations styles: bibliographic and parenthetical styles, generally reflecting Chicago and MLA styles, respectively. Faculty will choose one type, and students will follow the style guidelines on the OCAD style sheet. Students should be reminded of their obligations to cite sources and uses references properly. If they have problems, they should be referred to the Writing and Learning Centre for assistance.

Academic Misconduct & Plagiarism

OCADU confronts plagiarism and academic dishonesty through strategies including careful assignment design and training students in proper research practice (through faculty instruction in-class and through the Writing and Learning Centre). Please familiarize yourself (and direct students to) the new policy on Academic Misconduct and consult an Associate Dean for questions regarding the policy or any problems involving academic dishonesty. The current policy on Academic Misconduct must be included in your course outline.

In summary the current practice for suspected plagiarism cases requires the instructor research the cases until sufficient evidence can be demonstrated. This may include googling content or quotes, reviewing previous work by the student, or other methods. Once a clear plagiarism case can be demonstrated, a meeting with an Associate Dean is the next step. The instructor should then inform the student that their work is suspected of plagiarism, by outlining the evidence. The Associate Dean will then write a letter with the results to the student giving them a chance to meet and appeal or discuss the situation, at which time the instructor may be required to attend the meeting as well. Any questions or suspected plagiarism cases should be brought to an Associate Dean to pass the burden of assigning remedies to the Faculty Office. All remedies will be mutually agreed upon by the instructor and the Associate Dean adjudicating the case.

Course Syllabi

Syllabi Guidelines

Your course syllabus is a contract with your students. Once you have handed out the course syllabus, you may not change the weighting of any assignment without the unanimous consent of all students present. Unless there are exceptional circumstances, give notice at a regularly-scheduled class previous to the one in which the matter is to be decided.

Faculty should use the FoLAS/SIS template when creating their syllabus. The template will be emailed to faculty well before the start of the semester or the document can be found on the

FoLAS/SIS Resource page

http://www.ocad.ca/faculty/resources/ls/liberal_studies_policies_general_info.htm

Assignment Diversity

The Faculty Handbook asks faculty to provide students with a reasonable diversity of methods for assignments. Individual assignments cannot count for more than 40% of the final grade. If you use peer- or self-evaluations, they may not account for more than 25% of the final grade. **You are also required to provide students with 20% of their final mark at least one week before the deadline for withdrawing from courses each semester.** If you are teaching one of several sections of a course, make certain that the number and weighting of assignments is consistent with those in the other sections.

Expectations for Reading and Testing

(Broad guidelines for instructors)

1. 100/200 level classes, excluding English writing courses

Weekly Reading Assignments: Aim to assign 20 pages of “dense” material, and significantly more pages of historical, fiction, and descriptive material for students to read each week.

Writing Assignments: Aim for the equivalent of 8-10 pages (ideally divided into multiple smaller assignments) of essay or research writing per semester, in addition to a midterm and lighter assignments (such as quizzes, reading assessments, journals, etc.)

2. 300/400 level classes, excluding English writing courses

Weekly Reading Assignments: Aim for 30 pages of “dense” material, and significantly more pages of historical, fiction, and descriptive material for students to read each week.

Writing Assignments: Aim for the equivalent of a 12-page (which may be divided into two or more assignments), research paper per semester, in addition to a midterm and final exam and smaller assignments (such as quizzes, reading assessments, journals, etc.)

3. LBST 1B02 and 1B03 only

Please follow this assignment distribution

Writing Assignment One: 10%

Midterm Exam: 20%

Writing Assignment Two: 20%

Final Exam: 30%

Participation: 10%

Quizzes & In-class writing: 10%

Important Note: In order to hand back 20% of grades one week prior to the add/drop deadline, please schedule the midterm sufficiently early in the semester.

Grading & Exams

Grade Distribution Policy

OCADU aims for a particular distribution of final grades in each class.

Grade	100/200 level courses	300/400 level courses
A+	Not more than 5%	Not more than 5%
A	5-20%	5-25%
A & B combined	Not more than 65%	Not more than 70%
F	Not more than 15%	Not more than 15%
Target Average Grade	C (65-69%)	low B (70-74%)

Grade Schedule

90-100	A+	Exceptional
80-89	A	Excellent
70-79	B	Good
65-69	C	Satisfactory
60-64	C-	Low Satisfactory
50-59	D	Pass
0-49%	F	Fail

Grading and Grade Weight Information

1. Please avoid giving a grade of 0% to a student who has made a reasonable attempt to complete a given essay or paper assignment. In this case, a failing grade should reflect some effort on the student's part—i.e. a grade of 45% rather than 4%.
2. 20% of grades are due to students one week prior to the deadline to withdraw without penalty.
3. Numerical grades are recorded on transcripts; letter grades are intended for student-faculty communication.
4. The minimum passing grade for the first year writing course is 60 %(C-).
5. Submit grades in whole numbers, without decimals.
6. Avoid giving grades that end in "9" and attempt to reassess students to determine if they are a 48% or a 50% rather than giving them a grade that is just short of passing.

Incomplete Grades

Final grades of **incomplete should be requested by the student and should not be given by the discretion of faculty.** For example a grade of "incomplete" should not be given simply due to a missed assignment. In general, incomplete grades should be avoided except for exceptional circumstances (death in the family, illness, etc.). Faculty may bring complicated requests to the Liberal Studies Faculty office for assistance, but in general there is no reason to give an incomplete unless there are extreme and convincing circumstances. Faculty should not accept late assignments after the start of the next semester unless specific arrangements have been made with the Office of the Registrar.

Online Grade Submission

All grades must be submitted online. Christopher Bennell, Faculty IT Support, cbennell@ocadu.ca is available to help faculty with the grading modules.

Faculty/TA Grade Deadlines

In larger classes, it is the TA's responsibility to work with course instructors to ensure grades are submitted on time. TAs are asked to submit grades before the grade deadline in order for course instructors to input final grades.

Exam scheduling

In order to avoid conflicts with upper level year studio critiques, the Faculty of Liberal Arts & Sciences office will not schedule final exams during the final exam period for 300- and 400- level

courses. You may, if you wish, schedule a comprehensive exam during the last week of class. Final exams for 100 and 200 level classes are scheduled through the Office of the Registrar. To cut down on the number of student exam conflicts the Office of the Registrar finalizes the exams schedule once the semester has started. The final exam schedule will be emailed to you at the end of September for fall semester courses and at the end of January for winter semester courses. Please announce the exam details numerous times in class and post on Canvas.

Extending Deadlines for Exams & Exam Conflicts

Deferred exams for 100 and 200 level courses must be approved by the FoLAS/SIS office and will be conducted during the make-up exam date set by the FoLAS/SIS office.

Students can request a deferred exam on medical, religious, and compassionate grounds, or if they have two or more exams scheduled at the same time. Students must notify the instructor and request permission in writing from the FoLAS/SIS office no later than 15 working days from the start of the semester. Deferment will not be granted on the basis of scheduling conflicts arising from a student's personal commitments, including employment and travel.

A fee of \$70 will be charged for writing a deferred exam. Students must provide supporting documentation if applicable and submit it to the FoLAS/SIS office. Please consult the Faculty Handbook for further information regarding these policies.

Instructors may grant a student's request for a deferred examination, at his/her discretion (in consultation with the Associate Dean) but they must organize and invigilate the exam themselves. Instructors teaching 300 and 400 level courses must also be prepared to conduct the deferred exam personally

During The Term

Office Hours

Being available to advise and consult with students outside of classroom is one of your teaching-related responsibilities. In addition to putting your office hours in your course outline, please email your office hours to the FoLAS/SIS office at the beginning of the semester. We will post all faculty office hours on our student information board.

If you need to cancel office hours, try to notify your students ahead of time in class or by email. If you can't advise students ahead of time, please notify the FoLAS/SIS office, we will post an explanation on your office door. Office hours may also be "on-line." In this case we recommend you be specific about when you will respond to email (for example, Thursdays from 2:00 – 4:00 pm). **All office hours should not be by email; make yourself available in person at least one hour per week and more often toward the end of the semester.**

Managing Your Class List

Faculty are responsible for downloading and printing class list from My Courses/Canvas. Students who fail to meet prerequisite requirements will be dropped by the Registrar's Office in the early part of the semester. Please check student attendance against the updated class lists on My Courses/Canvas throughout the semester, and encourage students to check their on-line record to ensure they are and remain registered in the class.

Waiting Lists/Overrides

The FoLAS/SIS office does not maintain waiting lists for courses, or use override forms. It is up to the faculty member to accept additional students into the class. Faculty may not waive general prerequisites such as, completing 1.0 credits at the 200-level to take 300/400 level courses, or completing all first year courses before registering for courses in second year.

If you accept additional students into your class please send an email with the students' name, student number, and the course name and code to the Office Manager. The student must be informed they need to follow up with the FoLAS/SIS office. Once we receive the request, we contact the student and notify them that there is reserved spot for them to register in. Please make sure the student is aware they are ultimately responsible for ensuring they are registered in your class.

Student can only make changes to their schedule (late registration: add/drop) in the first week of the semester (see dates and deadlines in the online calendar for information on these exact dates). Any permission given to students must be received by the FoLAS/SIS office 24 hours before the deadline for late registration ends.

Canceling a Class

If you must cancel a class due to illness, phone the FoLAS/SIS office and ask what arrangements should be made. Canceled classes must be made up. If you know you will be away for professional reasons, you must arrange for a replacement with the approval of your Associate Dean, in advance. It is your responsibility to compensate your approved substitute, not the FoLAS/SIS office. We can provide guidelines for compensations rates if you need them, however you must make the arrangements yourself.

Changing Tutorials

The FoLAS/SIS office will not switch tutorials, as students can add and drop tutorials themselves through the registration system if there is room. Please do not accommodate students by facilitating a tutorial trade, unless it is your own tutorial – you are ultimately responsible for the submission of grades for any student on your class list. If the student has a legitimate reason to justify a change, such as a medical condition or learning disability, please direct them to the FoLAS/SIS office. Medical exemptions must have precise documentation and any cases that warrant changing tutorials or other accommodations usually will be accompanied by documentation from the Centre for Students with Disabilities. All other complex cases should be discussed with the advisory assistance of the Associate Deans.

Date Stamps

The FoLAS/SIS office does not provide date stamps for late assignments. It is the student's responsibility to ensure that their assignment reaches the instructor on time. The process of submitting late assignments should be included in your syllabi. For example, you could ask students to submit late assignments in your faculty mailbox and to send an email once they have done this.

Returning Assignments

Faculty must protect student confidentiality when handing back graded assignments. It is important to hand back graded assignments in class; do not leave them outside your office to be picked up. If students miss a class when an assignment is returned, instruct them to pick up the assignment during your office hours. Remind students to keep copies of graded assignments until after they receive their transcripts in case they need to appeal a grade.

When returning assignments at the end of the semester, Faculty who have permanent offices, must keep assignments in their office and arrange for students to pick them up. Permanent faculty must keep assignments in their offices for a least one year. Permanent faculty are responsible to make arrangements with Students to pick up work outside of the classroom. Sessional faculty are asked to clearly label assignments, and place in the appropriate shelf in the sessional office, room 325. Students can make arrangements through FoLAS/SIS office to pick up final assignments and papers from the sessional office. The FoLAS/SIS office provides a shredding service once in the fall and once in the winter semester, for assignments older than one year.

Classroom Emergencies

Phone numbers: OCADU safety and security is 511. Outside emergency is 911.

Instructors are responsible for overseeing safety in the classroom. In the event of a fire alarm, please usher your class to the nearest exit. If you have a disabled student, see that they wait at the appointed area (next to the red phone); use the phone to call emergency help, who will come and help the individual exit the building.

Please consult the OCADU Faculty Handbook for further information regarding these and other policies:

Academic and Non-academic Misconduct
Sexual Harassment
Safety and Security

TEACHING RESOURCES

Online

OCAD U uses online course management systems to record and submit grades, manage classes and supplement pedagogical tools and methods. This year we are migrating from My Courses to Canvas and will be using a little of both in the transition phase.

Canvas

This September 2012, OCAD U is adopting the [Canvas](#) learning management system. It will be replacing My Courses.

During this change over, the CIADE, IT Services and the Library will be assisting faculty in the transition to Canvas. Here's how:

1. Participate in a Canvas Boot Camp session. Canvas Boot Camp will introduce faculty to key tools and features.

- August 7th 2:00-3:00pm
- August 16th 10:00-11:00am
- August 29, 10:00am - 11:00am
- August 30, 2:00pm - 3:00pm
- August 31, 10:00am - 11:00am
- September 5, 2:00pm - 3:00pm

Email Shawn Grey at sgrey@ocadu.ca to register. All sessions held in CIADE, Room 1510a, Level 5, 113 McCaul. Additional sessions will be added as required.

2. Learn more about Canvas. The [Canvas Help Centre](#) has resources for faculty and students, including video tutorials, quick tips, a survival guide, and a features map of roughly equivalent tools (My Courses compared with Canvas).

3. Prepare your Canvas course. If you're teaching this fall, your Canvas courses are available for you to explore and start loading course materials. Login at <http://canvas.ocadu.ca> If you're not teaching this fall, you can request a "sandbox" course to play around with and get comfortable. Email cbennell@faculty.ocadu.ca or ithelp@ocadu.ca

4. Let your students know about Canvas. Consider adding a few sentences in your course syllabus such as:

- a. how to access Canvas (Visit <http://canvas.ocadu.ca> and log in with your OCAD user ID and password),
- b. how you will be using Canvas in your course,
- c. how often they are expected to log in, and
- d. where they can go for help (The Canvas Help Centre <http://blog.ocad.ca/wordpress/mycourses/> and the IT Help Desk ithelp@ocadu.ca).

My Courses will no longer be available as a resource for teaching this fall; however, you can still access content from previous courses to move into Canvas, and use My courses to find key data like classrooms assigned, download student enrollment spreadsheets, etc. If you're wondering how we made our decision to transition from My Courses to Canvas, learn about our selection process at the [My Courses Help Centre blog](#).

Library and Academic Resources

Dorothy Hoover Library (OCAD)
113 McCaul, 2nd Floor, rm. 1215, www.ocad.ca/library

The Library has over 50,000 book titles covering all areas of art, design, and visual culture and over 250 subscriptions to print magazines, journals, and newspapers, and 10,000 full text articles from: Academic Search Elite, Art Full Text, Canadian Periodical Index, and Grove Dictionary of Art. Most databases can be accessed from home by entering the first 5 digits (some require all numbers) of the barcode of a valid student card, or faculty ID card.

Instructors also have access to over 150,000 slides, picture files (images filed by subjects that can be signed out), and databases with digital images including Grove's Dictionary of Art, AMICO and Academic Search Elite for images of current events and political figures and a Media Collection of over 3,000 videos and DVDs.

. Please send the library the slides you would like to be digitized and they will try to add them to the lists of slides being digitized.

Library Privileges

OCADU faculty and TAs can arrange with circulation staff to extend loan periods or sign-out more items for teaching and research purposes. Faculty also have user and borrowing privileges at U of T (with a fee) and at York, Ryerson, and Ontario Public Libraries. Your students can also use these libraries, though borrowing privileges differ for them; for example, students may not borrow from U of T.

AV & Imaging Services

AV Loans (Audio-visual equipment borrowing)

A variety of audio-visual equipment is available for instructional and presentation purposes. Items include laptops, data projectors/video projectors; DVD/VHS monitor combinations, slide projectors, opaque projectors, mini DV digital camcorders, as well as, digital still cameras. AV Loans also provides the key bags to access the smart classrooms at 100 and 113 McCaul. Equipment must be reserved well in advance to ensure availability. For help, contact AV Loans at ext 227 (Room 341 at 100 McCaul St.), avbooking100@ocad.ca, or ext. 353 (Learning Zone at 113 McCaul St.), avbooking113@ocadu.ca.

Image Collection Information

The Image Collection within the department of AV & Imaging Services at is located at 113 McCaul (above Village by the Grange) in Room 1410. The Image Collection is open Monday to Fridays, 8am to 6pm during term time. The collection is comprised of approximately 160,000 OCAD-produced slides, approximately 110,000 Art Gallery of Ontario slides, and a growing digital image database containing over 30,000 images for instructional purposes. The Image Collection also provides access to two image scanning stations and a digital copy stand. This equipment is available for both faculty and students.

Image Production:

- OCADU faculty may request the production or purchase of new digital images for instructional purposes, i.e., fair dealing.
- If images are to be digitized, photographed, mounted and cataloged into a database, faculty requesting these images should be certain they will use the images for that specific term. This service is free of charge, provided the requested images are suitable for addition to the Image Collections.

Timelines:

- A minimum of two weeks' notice is required per request for production of no more than 50 images.
- The more advanced notice faculty members can provide us, the better we can meet your needs.

Services for Students with Disabilities (CSD)

Students who think they may have learning or physical disabilities should contact Services for Students with Disabilities (ext. 339), 2nd Floor (Wheelchair accessible via elevator on south side of first floor) 51 McCaul Street; as soon as possible.

Many students do not know that this exists and spend time struggling with disabilities that can be easily accommodated with simple remedies such as additional time to complete tests, using a laptop for exams, or being provided with a notetaker. Please encourage students who approach you with questions or concerns to make an appointment with the CSD.

Writing and Learning Centre (WLC)

Students seeking assistance with writing or reading comprehension, and for whom English is a second language can obtain help at the Writing and Learning Centre, 113 McCaul, fifth floor, (Rm 1501); e-mail: wlc@ocadu.ca. One-on-one tutoring is available and confidential.

The Centre provides a range of free services to OCAD students: one-on-one tutoring, group tutoring, writing and academic skills workshops, resource materials, and ESL assistance.

The Centre also provides other services in the form of organized study groups attached to classes, links to individual ESL tutors in the area, workshops and other forms of support. We encourage all faculty to support the use of the Centre by students who are not just having trouble, but see opportunities for the Centre to help them in a myriad of ways. The Centre also keeps example papers on file and has other resources that students will find very helpful.

WLC Programs for Faculty

The Writing & Learning Centre offers Faculty: customized workshops for OCAD classes (you will receive notice of Fall and Winter deadlines for requests); consultation services on assignment design; support for the development of student writing and academic skills; encouragement for the appropriate use of sources; and support for ESL learners in the classroom.

WORKING AT OCADU

Hiring & Promotional Procedures

Sessional Positions

(Please see the MOA, Article 23.3)

Current sessional faculty who seek teaching assignment for the following academic year must indicate their interest in writing to the relevant Associate Dean of the Faculty no later than February 1. Sessional positions are posted internally first, via email to all instructors and TAs who have taught in the past two years, they are then posted externally on the OCAD website. Sessional appointments are determined by the Sessional Appointments Committee.

CLTA Positions

(Please see the MOA, Article 23.5)

Current CLTA faculty who seek teaching assignment for the following academic year must indicate their interest in writing to the relevant Associate Dean of the Faculty no later than October 15. Appointments are determined by a CLTA Appointment Committee

New Tenured Faculty

(Article 23.9)

The hiring process is conducted by the Dean of the Faculty, through the Tenured Faculty Search. All tenured faculty positions must be posted internally, as well as advertised nationally.

Tenure and Promotion

Promotion and Rank (Article 24.1)

Faculty are eligible to apply for promotion to the next rank after three years in their current position. Candidates for promotion must submit an application in writing to the Dean of the Faculty no later than October 1, for promotion the following year.

Further information and Applications are available on the OCAD website at:

http://www.ocad.ca/faculty/working_ocad/peer_review.htm

Performance Reviews

(Article 24.3; Appendix B; and the Performance Review Policy)

You will be subject to periodic Performance Reviews (the reasons and frequencies are given in Article 24.3.1 of the MOA). Your Dean will advise you regarding expectations. These criteria cover teaching and teaching-related responsibilities and, except for sessional appointments, professional practice/research and service. Please see the "Faculty Performance Review Policy" in the "Policies" section of this handbook for more information. Faculty members should consult their Faculty Office for forms and inquiries.

Annual Reports

(Article 24.2 and Appendix B)

You are required to submit an "Annual Report" by August 1 of each academic year summarizing your contributions and accomplishments in teaching and teaching-related responsibilities, and, except for sessional faculty, in professional practice/research and service. Annual Reports are one means of demonstrating good teaching, as outlined in Appendix B of the MOA. Submit the report to your Faculty Office and to the Office of the Vice-President, Academic. A copy of this form is available in the "Forms" section of this book or can be obtained both electronically or hardcopy from the Office of the Vice-President, Academic, by request.

Sabbatical and Leave of Absence

(Please see the MOA Article 21.7-21.8.1)

Applications for professional development including sabbaticals, are reviewed by a Professional Development Committee

The MOA provides details on sick, maternity & parental, bereavement & compassionate, and legal leave (please see the MOA Article 19.8 and 19.2)



OCAD University Student Feedback on Courses

Student feedback on courses is an important source of information on the quality of teaching and learning at OCAD University. Your input will assist in determining how the institution is meeting its academic program objectives. Please respond thoughtfully to the following questions. You are particularly encouraged to offer constructive suggestions that may help to improve the learning of future students who may enroll in the course. Your responses will remain anonymous and reports will not be provided to the instructors, faculty, or the Student Union until the final grades have been assigned.

Please note that comments you submit will be provided verbatim to the faculty office. If you choose to identify yourself by your comments, anonymity can no longer be ensured. Please provide comments accordingly. Completion of this survey signals provision of your informed consent.

Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies

Course Information and Instructor:

Course Title:.....

Course Code:.....

Course Section:

Instructor Name.....

All OCAD University Course Evaluation Questions

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall, this course was worthwhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I learned a great deal from this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the instructor was effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I learned a great deal from this instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies - Course and Instructor Evaluation Questions

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
The course was well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course was structured around clearly conveyed expectations and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students were encouraged to participate in class throughout the semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments were effective for the course level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methods for evaluating students were fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor provided useful feedback on all assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor returned all tests and assignments in a timely way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor was knowledgeable about the course subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor successfully explained key concepts and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor stimulated my interest in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor fostered an inclusive, comfortable, and respectful learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The instructor effectively used appropriate technologies for the course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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OPEN COMMENTS: Please provide any additional constructive feedback on course design and delivery here.

Questions from OCAD University Student Union

The final section of the OCAD University Student Feedback on Courses was created by the OCAD U Student Union. The purpose of this section is to collect valuable, constructive feedback which can be utilized by instructors, students, and the OCAD University administration.

Course Fees and Materials

	(\$0 - \$50)	(\$50 - \$100)	(\$100 - \$150)	(\$150 - \$200)	(\$200 +)
Please select one of the brackets to indicate the average costs you spent on additional materials and supplies for this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Studio Questions: Please answer ONLY if applicable.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The studio was adequately equipped to accommodate classroom learning and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCAD U provides enough open studio hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What was the average amount of hours per week you spent outside of class hours working on projects related to this course?	0 - 2 <input type="checkbox"/>	3 - 5 <input type="checkbox"/>	6 - 10 <input type="checkbox"/>	11+ <input type="checkbox"/>	

Laptop Questions: Please answer ONLY if applicable.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I utilized the software programs I purchased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lynda.com is a useful resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please complete an additional survey to evaluate another instructor for this course.

Your feedback and comments are an important part of the development of the institution's academic programming and will help improve the learning experience for all students at the university. Thank you for participating in this survey.

Student Feedback on Courses November 2012

Survey Instructions for all Instructors:

The Student Feedback on Courses survey is scheduled to begin on Monday, November 12, 2012. The survey link on the OCAD U homepage will route students directly to the survey login URL and will be active both on and off campus from Monday, November 12 to Monday, December 3, 2012. Please remind your students to bring a laptop or other web-enabled device to complete the survey on the day you plan to conduct the surveys in class.

Conducting the Survey:

We suggest the survey be completed at the end of your class. Allow 15 minutes for completion of the entire survey process. The survey process may take longer than 15 minutes for large classes. Team-taught courses, as well as courses with tutorial and lab sections may also take longer than average for your students to complete.

For those students who do not have access to a laptop during your dedicated in-class survey timeframe the survey is also accessible online outside of class hours until December 3rd.

Please direct your students to the Course Evaluations button on the bottom of the OCAD University website or provide the following login information to your students:

<http://courseevaluations-its.ocad.ca>

Survey Login Information:

Wireless service will be available to all OCAD U students for the duration of the student course evaluations and faculty are encouraged to permit students to complete the surveys during class time. Providing time in class to complete surveys is conducive to a higher rate of student participation in the feedback process for your course.

- The OCAD U homepage has a button linked to the survey login page at <http://courseevaluations-its.ocad.ca>
- Students use their OCAD U **user name and password** to login to the survey. This is the same user name and password they use to access their OCAD U email.
- Please contact the IT Helpdesk at extension 277 for assistance with any network or connection issues.

Once you have provided this login information to your students, you are free to leave the class to avoid any perception of instructor influence over the actual process of student completions of questionnaires.

Please direct any questions about the survey to Shawn Grey, Program Assistant, CIADE, 416 977 6000 extension 2786 or by email sgrey@ocadu.ca.



OCAD University Student Feedback on Courses

Student feedback on courses is an important source of information on the quality of teaching and learning at OCAD University. Your input will assist in determining how the institution is meeting its academic program objectives. Please respond thoughtfully to the following questions. You are particularly encouraged to offer constructive suggestions that may help to improve the learning of future students who may enroll in the course. Your responses will remain anonymous and reports will not be provided to the instructors, faculty, or the Student Union until the final grades have been assigned.

Please note that comments you submit will be provided verbatim to the faculty office. If you choose to identify yourself by your comments, anonymity can no longer be ensured. Please provide comments accordingly. Completion of this survey signals provision of your informed consent.

Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies - First Year Courses with Tutorials

Course Information and Instructor:

Course Title:.....

Course Code:.....

Course Section:

Instructor Name.....

All OCAD University Course Evaluation Questions

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall, this course was worthwhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I learned a great deal from this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the instructor was effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I learned a great deal from this instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tutorial Information and Teaching Assistant:

Course Code for Tutorial: ...

Tutorial Section:

Teaching Assistant's Name:

Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies - Tutorial and Teaching Assistant Evaluation Questions

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
The course was structured around clearly conveyed expectations and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lectures were well organized, clear, and assisted me in understanding course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Professor/lecturer successfully explained key concepts and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Professor/lecturer stimulated my interest in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Professor/lecturer fostered an inclusive, comfortable, and respectful learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Professor/lecturer effectively used appropriate technologies and course delivery methods for the course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments were appropriate and effective for the course level and expressed learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methods for evaluating students were fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Professor/lecturer was available when needed outside of class (through email or office hours).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students were encouraged to participate in the tutorial throughout the semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The TA provided useful feedback on all assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The TA returned all tests and assignments in a timely way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The TA was knowledgeable about the course subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The TA was available when needed outside of class (through email or office hours).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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OPEN COMMENTS: Please provide any additional constructive feedback on course design and delivery here.

Questions from OCAD University Student Union

The final section of the OCAD University Student Feedback on Courses was created by the OCAD U Student Union. The purpose of this section is to collect valuable, constructive feedback which can be utilized by instructors, students, and the OCAD University administration.

Course Fees and Materials

	(\$0 - \$50)	(\$50 - \$100)	(\$100 - \$150)	(\$150 - \$200)	(\$200 +)
Please select one of the brackets to indicate the average costs you spent on additional materials and supplies for this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Studio Questions: Please answer ONLY if applicable.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
The studio was adequately equipped to accommodate classroom learning and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCAD U provides enough open studio hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What was the average amount of hours per week you spent outside of class hours working on projects related to this course?	0 - 2 <input type="checkbox"/>	3 - 5 <input type="checkbox"/>	6 - 10 <input type="checkbox"/>	11+ <input type="checkbox"/>	

Laptop Questions: Please answer ONLY if applicable.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
I utilized the software programs I purchased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lynda.com is a useful resource.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please complete an additional survey to evaluate another instructor for this course.

Your feedback and comments are an important part of the development of the institution's academic programming and will help improve the learning experience for all students at the university. Thank you for participating in this survey.

Memorandum of Understanding

OCAD University Policy on Intellectual Property Rights

Between:

OCAD UNIVERSITY

and

ONTARIO COLLEGE OF ART & DESIGN FACULTY ASSOCIATION ("OCADFA")

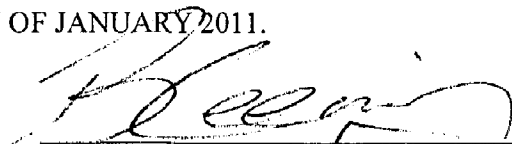
The parties have agreed that:

1. Appendix A, entitled OCAD University Policy on Intellectual Property Rights ("the Policy") shall govern the relationships between OCAD University and Faculty Members, and between OCAD University and Academic Staff in matters pertaining to Intellectual Property, unless otherwise agreed by OCAD University and OCADFA.
2. Disputes about the respective rights of OCAD University and Faculty Members, or of OCAD University and members of the Academic Staff, under the Policy shall be subject to Article 13 of the Memorandum of Agreement between OCAD University and OCADFA ("the MOA").
3. Where OCAD University and a Faculty Member are unable to reach agreement within sixty (60) days after OCAD University has informed the Faculty Member of its intention to participate in the protection, licensing and/or commercialization of patentable inventions and other registrable Intellectual Property under the Policy, with respect to the terms and conditions under which that participation shall occur, the matter shall be considered a dispute subject to Article 13 of the MOA.
4. OCAD University cannot amend the Policy as it concerns the rights of Faculty Members and Academic Staff as set out in this Letter of Understanding and its Appendix A, except with the agreement of OCADFA.
5. The Ontario College of Art & Design Collaboration Policy shall be rescinded.
6. This Letter of Understanding shall take effect upon ratification by OCAD University and by OCADFA. Bill Kaplan shall remain seized pursuant to his appointment by the parties until ratification by both parties. This Letter of Understanding and its Appendix A shall be reproduced behind the MOA following the renewal of the MOA.

SIGNED AT TORONTO THIS 5th DAY OF JANUARY 2011.



OCAD University



OCADFA

Appendix A

OCAD University Policy on Intellectual Property Rights

PREAMBLE

WHEREAS the common good of society is served by the unfettered search for knowledge in all fields of study, and upon its public exposition;

WHEREAS OCAD University is committed to preserving the principles of academic freedom and ensuring that all creators of Intellectual Property have their rights protected;

THEREFORE, OCAD University has adopted the following Policy.

A. DEFINITIONS

In this Policy, the following definitions apply:

- (a) *Academic Staff* means academic staff as defined in the MOA.
- (b) *Contributions* shall be assessed in accordance with the academic conventions pertaining to the discipline and Canadian intellectual property law.
- (c) *Costs* mean all costs associated with the registration, protection and enforcement of Intellectual Property rights including, but not limited to, government filing fees, legal costs, insurance, accounting and other incidental costs. *Costs* also include those costs associated directly with the research, development, creation and production of the Intellectual Property itself and indirectly through the use of any OCAD University Resources, Ordinary Support or Extraordinary Support and any costs associated with the distribution, exhibition, publication, or exploitation thereof including without limitation marketing, promotion and advertising of the Intellectual Property or any product, good or service incorporating the Intellectual Property.
- (d) *Extraordinary Support* means OCAD University funds, personnel, facilities, equipment and other resources that are provided to a Faculty Member to a degree that is in excess of that normally available and does not include “Ordinary Support”. Such “Extraordinary Support” will be recognized by all parties through a written agreement before such support is provided.
- (e) *Faculty Member* means faculty member as defined in the MOA.
- (f) *Intellectual Property* means any result of intellectual, design, literary or artistic activity giving rise to a copyright, patent, trade-mark, industrial design or trade secret that accrues to intellectual property by statute, application, or registration, or other rights accruing under this Policy, whether or not protected by statute, including:

(i) inventions, arts, processes, machines, compositions of matter and improvements;

(ii) original literary, dramatic, artistic, and musical works as well as sound recordings, performer's performances and communication signals, including but not limited to: publications, notes, books, texts, articles, monographs, glossaries, bibliographies, cartographic materials, modular posters, study guides, laboratory manuals, correspondence course packages, interactive textbooks, websites, course work delivered on the Internet, including distance education, multimedia instructional packages, course syllabi, tests and work papers, course lectures, public lectures, choreographic works, unpublished scripts, films, filmstrips, charts, transparencies, other visual aids, video and audio tapes and cassettes, computer software, computer programs and code of all types, layouts, interfaces, applications and tools, all databases and database layouts, live video and audio broadcasts, programmed instructional materials, drawings, paintings, sculptures, photographs, works of visual art and music (including any software which expresses the said notes, manuals, artifacts or works), and productions (including sound, video, film, hypertext multimedia);

(iii) proprietary information, trade secrets and know-how;

(iv) industrial designs, architectural designs, environmental designs and artistic designs;

(v) tangible research property including research data, and databases, integrated circuit topography, engineering drawings, engineering prototypes and other property which can be physically distributed, whether or not any such property is registrable or registered, or the subject of applications for registration;

(vi) and all other products of research or discovery which are protected by law, including by a statutory regime, or which may be licensable.

(g) *MOA* means the Memorandum of Agreement between OCAD University and OCADFA.

(h) *Moral Rights* means the author's right to claim authorship and to protect the integrity of a work under applicable law, including (i) the right of attribution of authorship or performership, (ii) the right not to have authorship or performership falsely attributed, and (iii) the right of integrity of authorship or performership, including but not limited to the right to object to any distortion, mutilation or other modification of, or other derogatory action in relation to the author's or performer's work which would be prejudicial to the author's honour or reputation.

(i) *OCADFA* means the OCAD University Faculty Association.

- (j) *OCAD University Resources* means facilities, equipment, materials, premises, financial and capital resources and/or administrative services made available by OCAD University and the work-time of an employee carrying out the duties associated with his or her employment.
- (k) *Ordinary Support* of a Faculty Member means regular salary, professional allowance, professional development funds, course release stipends, sabbaticals, supplies, benefits, professional support, use of the library, use of equipment including computing and other and facilities made available to a Faculty Member in the normal course of his or her employment and without the necessity of OCAD University providing additional support.
- (l) *Professional Practice/Research* has the same meaning as in the MOA.
- (m) *Sponsor* means any third party not covered under this Policy, including but not limited to an individual, corporation, partnership, not-for-profit, charitable organization, association or post-secondary institution, who provides support to the research and/or creative activities carried on by persons covered by this Policy, whether the support is provided in cash or in-kind.

B. INTRODUCTION

B.1 The status of an individual while he or she is engaged in the creation of a work shall be determinative with respect to the application of this Policy. For example, where an individual holds both an Academic Staff appointment and a Faculty Member designation, it is the “work assignment” that is assigned to the individual as part of each appointment that determines which clauses of this Policy apply.

B.2 As a publicly-assisted university, OCAD University shall have the right to report on the publications, exhibitions, shows, patents, licenses and other forms of research, scholarly and creative activity of its employees where such activities are conducted as part of their OCAD University responsibilities.

C. ACADEMIC STAFF

C.1 Intellectual Property developed and/or created by Academic Staff as work for hire in the course of their employment by OCAD University shall be the exclusive property of OCAD University from the moment of the creation thereof and OCAD University shall have the unfettered rights thereto. An Academic Staff member is encouraged to seek clarification from his/her supervisor if there is a question about the application of this paragraph to a particular activity.

C.2 Academic Staff shall disclose fully and immediately all Intellectual Property developed in the course of their employment to their Senior Manager, Dean or the Vice-President Research and Graduate Studies.

C.3 OCAD University may, as owner of Intellectual Property as described in paragraph C.1, freely license such Intellectual Property to third parties. OCAD University will first offer the right to license such Intellectual Property to the Academic Staff member who created the Intellectual Property. If a license agreement is not reached between OCAD University and such Academic Staff member, OCAD University shall nonetheless offer a first right of refusal to such member prior to entering a license agreement with a third party. Such license agreement shall, at a minimum, always be subject to OCAD University retaining a royalty free, non-exclusive, non-transferable right to use such Intellectual Property for teaching, research and administrative purposes.

C.4 In the event that OCAD University elects to license the Intellectual Property to any third parties, OCAD University shall share with the Academic Staff, in proportionate shares equivalent to the Contributions of the Academic Staff to the work, all gross revenue derived from the exploitation thereof after the deduction of all Costs as defined in this Policy, but in any event such share to be payable to OCAD University shall not exceed 75% of the net revenues. OCAD University shall report to the Academic Staff in writing on a semi-annual basis all gross revenues derived from the exploitation of the Intellectual Property, together with all Costs deducted therefrom and the respective sums payable to OCAD University and the Academic Staff.

D. FACULTY MEMBERS

D.1 A Faculty Member shall not be obliged to engage in the commercial exploitation of professional or scholarly work or to provide commercial justification for it, except as agreed in any grant application, award or contract, or as set out in this Policy.

D.2 Faculty Members are free and encouraged to publish, or use other means of distribution and exhibition to disseminate, the results and proceeds of the teaching or research conducted at OCAD University or his or her Professional Practice/Research.

D.3 The ownership of all Intellectual Property in works created by a Faculty Member shall belong to the Faculty Member responsible for the creation of such work, in proportion to his or her Contributions to the work, except as provided by this Policy.

D.4 Since the dissemination of knowledge is one of the primary functions of OCAD University, the dissemination of the results and proceeds of teaching or Professional Practice/Research should be such that the results may be freely published or otherwise made available to the public. Where a Sponsor wishes to delay publication of work produced under a contract with the Sponsor, such publication delay shall not normally be longer than three (3) months from the date of the submission of the final work to the Sponsor, unless otherwise agreed in writing between OCAD University, the Sponsor and the Faculty Member.

D.5 OCAD University may enter into agreements to subcontract the services of a Faculty Member to Sponsors, with the consent of the Faculty Member. Prior to granting such consent, a Faculty Member shall have the opportunity to consult with the OCAD

University Faculty Association. In such agreements, OCAD University will advise Sponsors of the principles outlined in the Preamble and make best efforts to secure to the Faculty Member whose services are subcontracted all the rights, privileges and benefits accorded to Faculty Members in this Policy. If OCAD University makes an agreement that fails to secure the said rights, privileges and benefits to a Faculty Member as set out in this Policy, the Faculty Member shall have the right to choose not to participate. In such circumstances, OCAD University shall be free to contract with alternate individuals to provide such services to the third party. Faculty Members are encouraged to seek the advice of OCADFA prior to entering into any agreement with OCAD University and a Sponsor.

D.6 A Faculty Member will acknowledge his/her affiliation with OCAD University on scholarly and research publications, juried exhibitions and shows, trademarks, patents, or other forms of research, scholarly and creative dissemination of works whenever OCAD University Resources, Ordinary Support or Extraordinary Support was used by the Faculty Member in the creation thereof. A Faculty Member is not permitted to imply that OCAD University approves, promotes or endorses works produced as part of the Professional Practice/Research of the Faculty Member without the prior written agreement of OCAD University.

E. COPYRIGHT AND RELATED INTELLECTUAL PROPERTY RIGHTS – FACULTY MEMBERS

E.1 Paragraphs E.1 to E.12 apply to Faculty Members in respect of: (i) all copyright protected works as described in paragraphs E 2 and E 3, as well as (ii) all works giving rise to Intellectual Property as defined in this Policy and listed in paragraph E.3 that are not covered by the Copyright Act, paragraph F or registered or registrable under patent or industrial design legislation.

E.2 Copyright protection applies to all original pedagogical, scholarly, scientific, literary, dramatic, musical, artistic, designed and recorded works in any fixed medium or material form, provided such works meet the criteria set out under the Copyright Act of Canada, as amended from time to time, for copyright protection to subsist.

E.3 Subject to the requirement to meet the criteria as set out in paragraphs E.1 and E.2 above, for the purposes of this Policy, original works may include but are not limited to: websites, books, texts, articles, monographs, glossaries, bibliographies, cartographic materials, modular posters, study guides, laboratory manuals, correspondence course packages, interactive textbooks, course work delivered on the Internet, including distance education, multimedia instructional packages, syllabi, tests and work papers, lectures, musical and/or dramatic compositions, choreographic works, performers' performances, unpublished scripts, films, filmstrips, charts, transparencies, other visual aids, video and audio tapes and cassettes, computer programs, live video and audio broadcasts, programmed instructional materials, drawings, paintings, sculptures, photographs, communication design applications (including digital and web), interactive design, works of architectural, landscape artistic or environmental design including plans and drawings,

computer software, tangible research property, research data and databases or other products of research and discovery and other works.

E.4 No Faculty Member shall claim any Intellectual Property as described at paragraphs E.1 - E.3 in any assessment, grading, report, or correspondence produced pursuant to her/his normal administrative duties within OCAD University.

E.5 No Faculty Member shall claim Intellectual Property as described at paragraphs E.1 - E.3 in any work provided by OCAD University to the Faculty Member to assist him/her in carrying out his/her duties, even if such work is modified by the Faculty Member for such purposes or claim copyright in any work produced and designed to assist in the day-to-day administration, operation and/or management of OCAD University's affairs.

E.6 Where copyright or other Intellectual Property as described at paragraphs E.1-E.3, other than the rights covered by paragraph F, has been assigned to it by a Faculty Member, OCAD University shall give written notice to the Faculty Member who assigned such intellectual property right to OCAD University, of any agreements OCAD University enters into with third parties assigning such rights or any licenses related thereto.

E.7 Subject to paragraph E.4, all Intellectual Property described at paragraphs E.1 – E.3 in any works created by a Faculty Member who created the work using the Ordinary Support of OCAD University shall be deemed to vest exclusively in the Faculty Member, even if it was created solely on OCAD University's time and with OCAD University's facilities and resources, except in cases of works where there is a contract to the contrary between the Faculty Member and OCAD University.

E.8 When a Faculty Member is contracted by OCAD University for the express purpose of creating or producing specific works that may give rise to Intellectual Property, there shall be a written agreement between OCAD University and the Faculty Member which shall, at minimum, address the following matters:

- (i) definition of the works(s) to be produced;
- (ii) scheduling and funding of the project;
- (iii) ownership and use of the works(s), including ownership of Intellectual Property described at paragraphs E.1 – E.3 above and rights in the master copy of all contracted works.;
- (iv) distribution, leasing and/or licensing of the use of the works(s), including the rights of the Faculty Member to use the work if the Faculty Member has not retained ownership;
- (v) rights of revision, if any; and

(vi) definition, distribution and timing of royalty and other payments, if applicable.

E.9 Unless the written agreement between the Faculty Member and OCAD University provides otherwise:

(i) the Faculty Member shall continue to be entitled to use works he or she has contracted for under paragraph E.8 in an unrestricted fashion for internal OCAD University purposes in the course of his or her employment, including teaching a course on the same subject matter, as well as for articles, conference presentations, textbooks and other derivative creations unless such entitlement or a portion thereof has been expressly waived as a condition of the commissioned work agreement or sale provided OCAD University is credited as the owner thereof. Such a sale, license or lease does not preclude a Faculty Member from requiring that the work not be associated with the Faculty Member, if that is the wish of the Faculty Member, and should the Faculty Member wish, that the Faculty Member no longer be associated with the work if the Faculty Member originally chose to be associated with it, provided the Faculty Member has not previously waived his or her Moral Rights to require same. Moreover, nothing in this provision precludes the Faculty Member from negotiating with OCAD University the waiver of any Moral Rights associated with the work;

(ii) notwithstanding the preceding paragraph, there shall be no waiver of the Faculty Member's right to the use of distributed learning materials he or she has contracted for under paragraph E.8 in an unrestricted fashion for internal OCAD University purposes in the course of his or her employment, including teaching a course on the same subject matter, as well as for articles, conference presentations, textbooks and other derivative creations; and

(iii) the Faculty Member who created the work shall have the first right to participate in the revisions and updating of the commissioned work, normally at the end of five years, under a separate contract for services. In the event that the Faculty Member does not exercise such right, the OCAD University shall be free to contract with third parties to revise and update the commissioned work and the Faculty Member shall waive Moral Rights in the work in order to permit such revisions and updates. In such case, the Faculty Member shall have no rights with respect to the revised content.

E.10 Where OCAD University contracts with a Faculty Member to create a work as described at paragraph E.8, and that contract provides that OCAD University retains the right to distribute, sell, lease or license such work to third parties for a fee or at no cost, in the event that OCAD University elects to distribute such work for a fee, then OCAD University's share under such a contract shall not exceed 75% of the net revenues earned by OCAD University from the exploitation thereof after the deduction of all Costs as defined in this Policy. OCAD University shall report to the Faculty Member in writing on a semi-annual basis all gross revenues derived from the exploitation of the commissioned work, together with all Costs deducted therefrom and the respective sums

payable to OCAD University and the Faculty Member and shall pay out to the Faculty Member her/his share of royalties and net revenues within one month of each report.

E.11 An agreement between a Faculty Member and OCAD University for OCAD University to provide Extraordinary Support shall be in writing, shall be entered into in advance of the provision of such support, and shall describe the Extraordinary Support that OCAD University intends to provide or the Costs it expects to incur. OCAD University shall maintain a record of these Costs related to the Extraordinary Support for reporting to the Faculty Member. Any contract for Extraordinary Support shall specify who owns the Intellectual Property rights arising from the provision of such Extraordinary Support. Such contract shall also include an agreement with a Faculty Member who is the creator to participate in the royalties, if any. OCAD University's share of such royalties shall not normally exceed 50% of gross royalties or other proceeds earned by a Faculty Member. OCAD University's share of such royalties or other proceeds that are in excess of the Extraordinary Support shall be used to fund activities in support of research scholarship and creative activity and commercialization of OCAD University developed Intellectual Property. Disbursements of these funds shall be reported to the University community annually, no later than October 1st for the immediately preceding academic year (1 July to 30 June).

E.12 A Faculty Member entering into collaborations with a person who is not subject to this Policy is encouraged to enter into a written agreement in advance regarding Intellectual Property.

F. PATENTS, TRADE-MARKS, and RELATED INTELLECTUAL PROPERTY – FACULTY MEMBERS

F.1 Paragraphs F.1 to F.12 apply to an invention, integrated circuit, trade-mark, industrial design and any result of intellectual or artistic ability by a Faculty Member registrable under applicable law, excluding any work to which Paragraph E attaches.

F.2 Any decision concerning whether to seek patent protection or other form of registration of Intellectual Property described at paragraph F.1 rests, initially, with the Faculty Member who is the creator or inventor, unless the invention or creation is the result of services provided under a written agreement the provisions of which dictate otherwise.

F.3 A Faculty Member shall make full and complete written disclosure to OCAD University of any discovery for which she/he wishes to file a patent application or an application for another form of registration of Intellectual Property described at paragraph F.1 and shall assert at that time whether it refers to an invention, improvement, design or development made with the Ordinary Support or made with the Extraordinary Support of OCAD University. OCAD University shall affirm in writing to the Faculty Member whether any Extraordinary Support was provided to the development of the disclosed discovery, normally within thirty (30) days of the disclosure.

F.4 OCAD University shall describe in writing the time frame, normally within sixty (60) working days, within which OCAD University shall decide whether to participate in the application for a patent or for another form of registration of Intellectual Property described at paragraph F.1, and/or if issued, in its licensing and/or commercialization.

F.5 Except where the invention, improvement, design or development is made independently of OCAD University, OCAD University shall have the first right of refusal, but shall have no obligation to participate in any application for a patent or other form of registration of Intellectual Property described at paragraph F.1 or otherwise in the protection, licensing and commercialization of the invention, improvement, design or development, either solely or through a consortium. If OCAD University chooses to do so, OCAD University assumes the Costs of obtaining such protection, and will share net proceeds with the Faculty Member after the recouping of all Costs of protection, licensing and commercialization (normal requirements for assignment, cooperation, etc.). OCAD University shall be entitled to 40% of the net proceeds. OCAD University will report to the Faculty Member semi-annually and pay out shared royalties semi-annually (normally January 15 and July 15).

F.6 If OCAD University chooses not to participate in the application for registration, protection licensing and/or commercialization of the discovery, a Faculty Member may, at his/her sole discretion, make his/her own arrangements for an application for patent or other form of registration of Intellectual Property described at paragraph F.1, and for the commercial exploitation of any invention, improvement, design or development so patented, at his/her sole expense. In such case, a Faculty Member shall enter into an agreement with OCAD University which agreement shall provide that where OCAD University has provided Extraordinary Support, OCAD University shall recover those costs by taking not more than 50% of the gross revenues in each year until such time as OCAD University has recovered its Extraordinary Support. Thereafter, OCAD University shall receive 25% of gross revenues. Where OCAD University has provided Ordinary Support, OCAD University shall be entitled to 10% of the gross revenues.

F.7 For the purpose of paragraph F.3 above, a Faculty Member shall disclose any invention, improvement, design or development to the Vice-President, Research & Graduate Studies, and her/his desire to apply for registration, protection, license and/or commercialize same. Within thirty (30) working days of the receipt of such a full and complete disclosure, the Vice-President, Research & Graduate Studies, or his/her designate, shall inform the Faculty Member whether OCAD University shall choose to participate in the application for a patent or other form of registration of Intellectual Property described at paragraph F.1 or otherwise in the protection, licensing and/or commercialization of the Intellectual Property, identify the time frame and develop a schedule to finalize terms and conditions with the Faculty Member or his/her designate.

F.8 A Faculty Member has the right to withdraw from his/her agreement with OCAD University where OCAD University has failed to bring appropriate skill and effort to bear on the exploitation over a reasonable period of time to allow for the proper disclosure, technical assessment, protection, and negotiation of a license or other agreement, as

agreed in writing between the Faculty Member and OCAD University. In such a case a Faculty Member may require all rights in the Intellectual Property described at paragraph F.1 to be reassigned to himself/herself and where that occurs, he/she shall reimburse OCAD University for the direct costs incurred to protect and license the Intellectual Property. For clarity, the Faculty Member shall retain Intellectual Property rights as described in paragraph D.3 above.

F.9 OCAD University has the right to withdraw from its agreement with a Faculty Member where the Faculty Member has failed to provide OCAD University with full, complete and timely disclosure of the Intellectual Property described at paragraph F.1 as required to properly evaluate the Intellectual Property against the criteria for patent protection or other form of registration and/or to enter into licensing or other agreements to facilitate commercialize the Intellectual Property in which case paragraph F.6 shall apply.

F.10 OCAD University shall be deemed to have, and a Faculty Member shall be deemed to have granted to OCAD University, a nonexclusive, royalty-free, irrevocable and non-transferable, noncommercializable license to use solely for OCAD University internal use any patented or otherwise registered Intellectual Property described at paragraph F.1 when such was made, discovered or developed using OCAD University Resources, Ordinary Support or Extraordinary Support.

F.11 Any net revenue that OCAD University may receive as a result of the application of this Policy shall be dedicated to research and other forms of scholarly activity and OCAD University shall report annually to the OCAD University community on the use of all net revenue for the support of research, scholarship and creative activity.

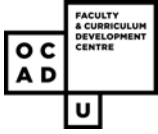
F.12 A Faculty Member entering into a collaboration to create any new invention, improvement, design or development with persons not subject to this Policy is encouraged to enter into a written contract in advance regarding Intellectual Property.

APPENDIX XXIX

OCAD U Policies

- A) Students Policies
- B) OCAD IQAP Policy
- C) Respectful Work and Learning Environment Policy
http://www.ocadu.ca/assets/pdf_media/ocad/about/policies/respectful_work_learning_environment_policy.pdf
- D) Non-academic Misconduct Policy
http://www.ocadu.ca/Assets/pdf_media/ocad/students/office_of_the_registrar/Non-Academic_Misconduct_Policy.pdf
- E) Response to Violent Threatening Behaviour Policy
http://www.ocadu.ca/Assets/pdf_media/ocad/about/policies/administrative_policies_5005_response_to_threatening_or_disturburing_behaviour_policy.pdf
- F) Research Administration and Research Ethics
www.ocadu.ca/Assets/pdf_media/ocad/research/RAM.pdf
- G) Intellectual Property and Collaboration Policy
- H) E Learning Policy
- I) Academic Web Technology and Acceptable Use Policies
<http://www.ocadu.ca/assetfactory.aspx?did=3260>

This submission only includes new or revised OCAD U Policies, updated since the previous submission (September 2010). The unchanged policies listed above, include links for your access.



Nature of the Agreement

This is an agreement to develop course materials for the selected OCAD University course, identified below, according to the hybrid and online course quality guidelines and the specified timelines.

Support

A team approach is the foundation for hybrid and online course design at OCAD U. The course design team includes:

- A faculty member or faculty members as content expert(s),
- The Educational Developer (FCDC) as project lead,
- IT Services technician as academic computing support, and
- Library staff as course materials and resource support.

The hybrid or distance course development team will move through four phases of course design including proposal, production, pre-launch and launch.

Note: A separate agreement is prepared and signed for each faculty member in the role of content expert for a given course, and reflects his or her respective contribution.

Multimedia Development

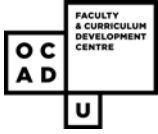
Funding for the development of hybrid and online courses does not include resources for the development of multimedia tools and learning objects. Where these tools would enhance course design, the team will seek open educational resources. Any purchase of multimedia tools or the contracting of their production will be at the discretion and expense of the Faculty.

Copyright

The content expert must clearly indicate the source of any third party copyrighted material that is included with the course materials. The course design team, with the guidance of the appointed library staff, who has been provided adequate time for due diligence, will ensure that the use of third party copyright materials comply with the Copyright Act and site licences or Access Copyright agreement. In the event that third party copyrighted material does not comply with existing agreements, efforts will be made by library staff, where feasible, to secure permission for use of the material or suggest equivalent compliant alternatives. Third party copyright materials are not considered part of the course materials.

Compensation

Once the course design team has been identified, one-time funds equivalent to a 0.5 course release stipend will be provided to the appropriate Faculty Office to permit the content expert(s) to contribute intensively to the design project during the production phase, a timeline and workload approximately equivalent to teaching one 0.5 course over a semester. Compensation for the development of course materials is agreed upon and documented separately by the appropriate Faculty Office and the content expert(s).



Warranties

The content expert warrants that, to the best of his/ her knowledge and belief:

- a) the course materials are original, except where clearly indicated otherwise, and do not infringe on any third party copyright or other intellectual property rights;
- b) the course materials are not defamatory, libelous, or otherwise illegal and do not infringe on any right of privacy, publicity or any other third party rights;
- c) the course materials are not subject to any licence, agreement, or encumbrance which affects the rights granted under this agreement; and
- d) the content expert has full right, power and authority to enter into this agreement.

Right of First Refusal

Where possible, the content expert will have the right of first refusal to teach the hybrid or online course the first time the course is offered following the course development phase. When there is more than one content expert, teaching of the course is agreed upon and documented separately by the appropriate Faculty Office and the content experts. Any rights /arrangements regarding subsequent teaching of the course are agreed upon and documented separately by the appropriate Faculty Office and the content expert(s).

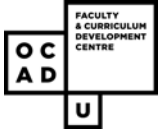
Intellectual Property

In accordance with the [OCAD University Policy on Intellectual Property Rights](#), the ownership of all Intellectual Property in works created by a Faculty Member shall belong to the Faculty Member responsible for the creation of such work, except where such materials were jointly created by the course design team, in which case the resulting intellectual property would be jointly held by the faculty member and OCAD University in proportion to their respective contributions.

Licence

The content expert grants OCAD University an exclusive, royalty-free licence to use, update, adapt, revise or otherwise modify the course materials, in whole or in part, for teaching within academic credit courses at OCAD University for a period of 5 years from the date of the first offering of the hybrid or online course. This licence includes the right to reproduce, adapt, translate, display, perform, and communicate the course materials. The University will not use or distribute the course materials other than as a credit course at the University unless it has the prior written consent of the content expert(s) responsible for that material.

If a content expert's interest in the course materials revert to his/her estate at any time after his/ her death, the content expert hereby grants to the University an exclusive licence to course materials to take effect from the date of the reversion until the expiry of the term of the copyright, both in Canada and in other jurisdictions.



Uses by the Content Expert

All aspects and parts of the Intellectual Property that the content expert brings to the course design process as course materials shall be exclusively owned by the content expert and they shall have the right to make use of all such material.

Jointly Developed Materials

Where course materials are jointly developed by the content expert and members of the course design team, the jointly developed course materials will be jointly owned by the content expert and the university. The content expert licences his or her interest in the jointly developed materials to the University on the terms described above. The content expert can use these materials at his/her discretion in meeting his/her responsibilities within the University. If the content expert wishes to use the jointly developed materials outside of the University, he/she must obtain prior written permission of the Faculty Dean and Vice-President, Academic. For graduate level courses, permission of the Dean, Graduate Studies, is required.

Acknowledgement of the Content Expert

The University will acknowledge the content expert in all reproductions of the course materials.

Dispute Resolution

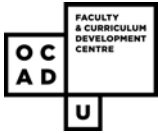
The parties will use their best efforts to settle in a fair and reasonable manner any dispute arising in connection with this agreement. If such dispute cannot be settled by the parties between themselves within thirty days of one party notifying the other of the dispute, the dispute will be submitted to the Vice-President, Academic for resolution.

Completeness

This agreement constitutes the entire agreement made between the content expert and OCAD University concerning the course materials and supersedes any prior communication, representations, understandings, or agreements between the parties. Amendments to this agreement will not be valid unless made in writing and signed by both parties.

Governing Law

This agreement is governed by and will be interpreted according to the laws of Ontario and the applicable laws of Canada. The courts of Ontario will have jurisdiction over all claims, disputes, and actions related to this agreement and the parties submit to the jurisdiction of such courts.



Faculty Member / Content Expert: _____

Faculty: _____

Course Name and Number: _____

Signature of Content Expert: _____

Date: _____

Signature of Dean: _____

Date: _____

* Adapted with permission from University of Waterloo Online Course Development Agreement, May 2012.

DRAFT

OCAD UNIVERSITY

INSTITUTIONAL QUALITY ASSURANCE PROCESS (IQAP)

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OCAD University Institutional Quality Assurance Process

1. INSTITUTIONAL QUALITY ASSURANCE PROCESS OVERVIEW

The OCAD University Institutional Quality Assurance Process (IQAP) document describes the policy and procedures for developing, reviewing and approving new undergraduate and graduate program proposals and changes to existing programs. This internal process specifies the requirements of OCAD University's governance process to the point of submission to the Quality Council as appropriate.

1.1. Preamble

OCAD University is a small, urban university located at the nexus of Toronto's discovery, art and design and media districts. OCADU specializes in high-quality art and design education enriched by liberal studies and offers the following undergraduate and graduate degrees: B.A., B.Des., B.F.A., M.A., M.Des., and M.F.A. OCADU is committed to providing the best possible education for our students and our curriculum is invigorated by our attention to teaching and learning quality, our research enterprise, our rich experience as practicing artists and designers, and our ties to local, national and international communities.

Recent changes in Ontario Universities' Quality Assurance Practices and OCAD University's change in status to a degree-granting university provide opportunity to establish carefully conceived institutional practices and policies for the development, review and on-going improvement of our degree programs. OCAD University's Institutional Quality Assurance Process document has been crafted with the intent of achieving public transparency and accountability, as well as fostering an institutional culture that values structured, on-going analysis of our program quality to guide curriculum improvements and drive the adoption of effective innovations (QAF 1.1).

The task of making our standards and processes explicit will coincide with the formulation of our bicameral system of governance and will afford opportunity to strike a Senate sub-committee focused on quality assurance. This sub-committee will aid the Senate in its responsibility for ensuring the rigorous evaluation of OCAD University's degree programs and achievement of the learning objectives set out in OCAD University's New Ecology of Learning (<http://www.ocad.ca/programs/nel.htm>), as well as those in the Ontario Council of Academic Vice-Presidents' Undergraduate Degree Level Expectations (UDLEs) and the Ontario Council of Graduate Studies Graduate Degree Level Expectations (GDLEs). (QAF 1.2)

This IQAP, which embeds the requirements stipulated in the Ontario Universities' Council on Quality Assurance Quality Assurance Framework, defines the necessary steps to be taken by OCAD University Faculties and Academic Units for introducing new undergraduate and graduate programs and/or making major changes to existing programs. The procedures laid out in OCAD University's IQAP align with Ontario Universities Council on Quality Assurance Framework, OCAD University's Strategic Plan (http://www.ocad.ca/about_ocad/governance/strategic_plan.htm), OCAD University's Academic Plan and the Multi-Year Agreement with the provincial government.

The Strategic Plan, Academic Plan and Multi-Year Agreement will define the impetus for the creation of new programs and/or major revisions in response to:

- government initiatives
- planned improvements to academic quality
- the availability of new resources/opportunities or a decrease in resources
- growth of new knowledge and developments in a field requiring the introduction of a new sequence of courses to facilitate dissemination of that new knowledge
- increased demand for access to programs by students and increased demand for program graduates from employers and post-graduate programs

1.2. Principles

- The Senate of OCAD University holds ultimate responsibility for the Institutional Quality Assurance Process. (QAF 2.2.1)
- The Vice-President, Academic is the Authoritative Contact between OCAD University and the Quality Council. (QAF 2.2.2)
- Quality Assurance is a shared priority for administrators, faculty, staff and students. It is a faculty-driven process supported broadly by members of the OCAD University community through consultation and contribution of effort, resources and data.
- The process for introducing new programs or making program changes must be clearly defined and consistent with OCADU policy and congruent with OCAD University's Strategic Plan, Academic Plan and Multi-Year Agreement.
- All programs, Core and Non-core as defined by MTCU, whether offered in full, in part, or conjointly by any institutions federated and affiliated by OCAD University, extending to programs offered in partnership, collaboration or other such arrangement with other post-secondary institutions including colleges, universities or institutes, including Institutes of Technology and Advanced Learning (ITALs), fall under the purview of this policy. (QAF 1.4)
- Program designs reflect financial viability and sustainability. The cost of introducing new programs must be considered and on-going funding sources determined as part of the approval process.
- The distinction between new and revised programs must be clearly delineated.
- New program proposals and amended program proposals are approved by OCAD University's Senate.

1.3. Ratification of the Institutional Quality Assurance Process (QAF 1.5)

A draft version of the OCAD University IQAP was jointly authored by the Deans of Faculties, Associate Dean, Graduate Studies/Vice-President Research, Vice-President Academic, Curriculum Development Associate, and Director, Centre for Innovation in Art & Design Education following a broadly consultative process. A revised draft was composed to incorporate feedback received from the Report of the UPRAC Auditors on Undergraduate Program Reviews at the Ontario College of Art & Design. The revised draft was reviewed and endorsed by the Policy and Procedures sub-committee of the Academic Council (precursor to the OCAD University Senate) on November 23, 2010. The draft IQAP was presented and

endorsed by Academic Council on November 29, 2010, prior to submission to the Quality Council for ratification.

2. PROTOCOL FOR NEW UNDERGRADUATE OR GRADUATE PROGRAM APPROVAL

2.1. Overview

New programs must be submitted for approval using OCAD University's Institutional Quality Assurance Process (IQAP) as described in this policy. The submissions must employ the New Program Proposal Template (need appendix reference) and address the following Program Evaluation Criteria (Appendix B: Program Evaluation Criteria) which meet the requirements of the Quality Assurance Framework (2.1.1-2.1.10):

1. Goals, objectives and demand
 - There is convincing evidence of student demand and societal need for the program
 - The goals and objectives of the program are consistent with the priorities and strengths of the academic unit proposing the program, with OCAD University's mission and academic plans.
 - The learning outcomes for the program in the case of undergraduate degree programs are consistent with OCAD University's undergraduate degree learning expectations.
 - Appropriateness of degree nomenclature
2. Admission requirements
 - Appropriateness of the admission requirements with the learning outcomes established for completion of the program
 - Explanation of alternative requirements for admission such as grade point average, additional languages, portfolios, and recognition of prior work or learning experience
3. Curriculum Design
 - Appropriateness of the program's design and regulations to meet specified program learning outcomes and degree level expectations
 - For graduate programs, a clear rationale for program length that ensures the program requirements can be reasonably completed within the proposed time period
 - The curriculum design addresses the current state of the discipline or area of study
 - Identification of any unique curriculum or program innovations or creative components
 - For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion
 - Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses
4. Mode of delivery
 - Alignment of the mode of delivery (including, where applicable, distance or online delivery) to meet the program's learning outcomes and OCAV UDLEs or OCGS GDLEs as appropriate
 - The program is of high academic quality
 - Adequacy of faculty members with appropriate credentials and experience for the program
 - Sufficiency and appropriate utilization of existing resources human and physical

- Financial sustainability of the operation of the program delineated in a financial plan
5. Assessment of teaching and learning
 - Appropriateness of proposed methods of assessment of student achievement of the intended program learning outcomes and degree level expectations
 - Completeness of plans for documenting and demonstrating the level of performance of students, especially in the students' final year of the program, consistent with the OCAD University's statement of Degree Level Expectations
 6. Resources for all programs
 - Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
 - Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program
 - Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate student's scholarship and research activities, including library support, information technology support, and studio or laboratory access
 7. For graduate programs only
 - Evidence that faculty have the recent scholarly research or professional/clinical experience needed to sustain the program, promote innovation, and foster an appropriate intellectual climate
 - Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students
 - Evidence of how supervisory loads will be distributed, and the qualifications and appointment status and availability of faculty who will provide instruction and supervision
 - Evidence of faculty funding, honours, awards and commitment to graduate student mentoring
 - Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and requirements
 - Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills
 - Sufficient graduate level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level
 8. For undergraduate programs only
 - Evidence of and planning for adequate numbers and quality of:
 - (a) faculty and staff to achieve the goals of the program; or
 - (b) of plans and the commitment to provide the necessary resources in-step with the implementation of the program;
 - (c) planned/anticipated class sizes;
 - (d) provision of supervision of experiential learning opportunities (if required); and
 - (e) the role of adjunct and part-time faculty.
 9. Quality indicators (2.1.10)
 - Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
 - Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

Proposals for New Programs flow through OCAD University's Academic governance structures as illustrated in *Figure 1*. Proposals for New Undergraduate or Graduate Programs require the approval of Senate (currently Academic Council) prior to submission to the Quality Council for review or for information as appropriate. At the undergraduate level, new programs consist of degrees, majors, minors, areas of concentration (themes or streams) and for-credit certificate or diploma programs. At the graduate level, new programs include degrees, fields, collaborative programs and type 1, type 2 and type 3 graduate diplomas.

The OCAD University Senate must approve the proposal of all new programs. Similarly, the Senate must approve the proposal of all program closures. Senate-approved proposals for new undergraduate degrees or majors and graduate degrees will be forwarded to the Quality Council for review and approval, and in the case of non-core undergraduate programs and new graduate programs, also submitted to the Ministry of Training, Colleges and Universities for funding approval.

Proposals for new undergraduate minors, areas of concentration, for-credit certificate or diploma programs, as well as proposals for new graduate fields, collaborative programs and type 1, type 2, and type 3 graduate diplomas will normally follow the expedited approval process as they do not require external review. Senate approval of such programs will be reported to the Quality Council for information in the annual report from OCAD University.

2.2. New Undergraduate or Graduate Program Approval

2.2.1. Development of a New Program Proposal Brief

The concept of the new program is developed within the Faculty or Academic Unit making the proposal. A Letter of Intent (LOI) which briefly describes the concept for the proposed new program is discussed with, or emanates from, the Dean of Faculty(s) or Unit Head(s) making the proposal. If the concept is approved by the Dean(s) or Unit Head(s) then a New Program Proposal Working Group in the Faculty(s) is established by the Dean(s) of the Faculty or Unit Head(s) to develop a New Program Proposal Brief.

The New Program Proposal Working Group prepares the New Program Proposal Brief attending to the topics listed in the Evaluation Criteria as set out in this policy in draft form. The New Program Proposal Brief will report whether the program is a professional program and/or a full cost recovery program. The Dean(s) or Unit Head(s) is responsible for ensuring the proposal includes the required information.

The Dean(s) or Unit Head(s) is responsible for ensuring that there is broad consultation at the proposal development stage. The completed proposal is presented to the Curriculum Committee of the Academic Unit(s), and Senate Committee on Undergraduate or Graduate Programs (as applicable) for discussion and review. Whenever faculty members from several departments are involved in the preparation of a New Program Proposal Brief, these proponents should discuss the concept with their respective Dean(s) or Unit Head(s). If there is a proposal to cross-list a course(s) for the new program, or to recommend or require students in a new program to take existing courses, the Dean(s) or Unit Head(s) in the effected Faculty(s) or Academic Unit(s) should be consulted and written agreement obtained, especially in the case where a course(s) is provided through another Faculty or Academic Unit. Relevant parties for consultation will include, but not be limited to, the Deans of other Faculties, Heads of Academic Units, the relevant liaison librarian(s), and Heads of Academic Support Units (for example, Studio Management, IT Services, Registrar, and Centre for Innovation in Art & Design Education). The liaison

librarians and academic support units must be given adequate notice, time and direction to consult, gather information, complete and supply reports.

The New Program Proposal brief will provide a summary statement from the University Librarian accompanying the discipline/program assessment by the relevant liaison librarian(s). The library assessment should include an overview of relevant library collections financial support, an assessment of relevant collections, descriptions of library services and information literacy activities, and, descriptions of relevant library policies and practices. In cases where related undergraduate and graduate programs agree to a coordinated review, the library section of the Program Brief should include a single discipline/program assessment and summary statement. The Brief may highlight library activities, services and collections specific to the undergraduate and/or graduate program(s), as appropriate.

Following consultation and development of the New Program Proposal Brief, the Dean(s) or Head(s) of the Faculty(s) or Academic Unit(s) responsible forwards the completed New Program Proposal Brief to the Vice-President, Academic for review, and in the case of Graduate degree programs, the New Program Proposal Brief will also be forwarded to the Associate Dean, Graduate Studies/Vice-President, Research. For new undergraduate program proposals, the Vice-President, Academic, and in the case of new graduate program proposals, the Associate Dean Graduate Studies/Vice-President Research as well, will ensure that the proposed program is in keeping with the OCAD University Strategic and Academic Plans.

2.2.2. External Review

Once the new program is approved in principle by the Vice-President, Academic or Vice-President, Academic and Associate Dean Graduate Studies/Vice-President, Research, the Faculty or Academic Unit responsible for the New Program Proposal submits External Reviewer nominations to the VP Academic and, for new Graduate Studies programs, also to the Associate Dean, Graduate Studies/Vice-President, Research for review.

The Faculty(s) or Academic Unit(s) must submit a minimum of three Reviewer nominations accompanied by curriculum vitae and rationale for the nominations. The Reviewers will normally be senior, tenured faculty members (associate or full professors) or the equivalent from a degree-granting institution. The External Reviewers must have strong research and publication records, program management experience, and having no past or current formal or informal relationship and being free and independent from OCAD University, will be at arm's length from the program under review. There will be at least one External Reviewer engaged for new undergraduate program proposals and two for new graduate program proposals (QAF 2.2.6). Explicit provision is made for the appointment of more than the minimum required numbers of external consultants, in particular on occasions where the breadth of interdisciplinary components of a program calls for a sufficient range of expertise in the external consultancy.

The External Reviewer(s) will be appointed by the Vice-President, Academic, or the Vice-President, Academic and the Associate Dean, Graduate Studies/Vice-President, Research. The Faculty or Academic Unit is responsible for contacting approved External Reviewers to ascertain their availability. In the case of a new graduate program proposal the Associate Dean, Graduate Studies/Vice-President, Research will engage External Reviewers. The New Program Proposal Brief will be provided to the External

Reviewer(s) in preparation for the site visit (QAF 2.2.5). At this time, the New Program Proposal Brief will be provided to the Senate Committee on Undergraduate Programs or the Senate Committee on Graduate Programs for information to alert them to the initiation of a New Program Proposal process.

A meeting of the External Reviewers with Internal Reviewers and New Program Proposal Working Group members should be held on campus. Formal student input is to be incorporated into the External site visit and report, as well as the Internal Response. The external review may be conducted off-site as a desk audit, video-conference or an equivalent method if the External Reviewer(s) is satisfied that the off-site option is acceptable. External review of a new graduate program proposal must incorporate an on-site visit.

The External Reviewers will prepare a joint report using a provided template (yet to be developed) that appraises the standards and quality of the proposed program and addresses the Evaluation Criteria including the faculty and material resources. They will also be invited to acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications (QAF 2.2.7).

2.2.3. Internal Response

The Faculty(s) or Academic Unit(s) responsible for the new Program Proposal, Dean(s), Vice-President, Academic or Vice-President, Academic and Associate Dean, Graduate Studies/Vice-President, Research receive the Reviewer's Report and both the proposing academic unit(s) and the relevant Dean(s) prepare a response to the External Report and recommendations (QAF 2.2.8). (Guidelines that will define what is expected of the Internal Review team and the Internal Response document are currently under development.)

2.2.4. Institutional Approval and Submission to the Quality Assurance Secretariat

The Vice-President, Academic, or Vice-President, Academic and Associate Dean, Graduate Studies/Vice-President, Research, receive and review the Internal Responses, and, if deemed acceptable, submit the following documents to the Senate Committee on Undergraduate Programs or the Senate Committee on Graduate Programs as appropriate for recommendation to Senate for approval:

- The New Program Proposal Brief
- The External Reviewer's Report
- The Internal Responses

If the Committee of Senate or Senate deems the proposal unacceptable based upon the Reviewer's Report and Internal Responses from the Faculty/Academic Unit and Dean(s), the proposal is either returned to the proposing group for further modification or the New Program Proposal Process may be stopped at this time or any subsequent time.

Upon the successful completion of the Institutional Quality Assurance Process protocol for new undergraduate or graduate program proposals, OCAD University will submit all required documents to the Quality Council Secretariat (QAF 2.2.10) as a package, and if applicable, the Program Approval/Institutional Checklist is submitted to the Ministry of Training, Colleges and Universities for

funding approval concurrently. Once the outcome of the proposal is known, an Executive Summary of the New Program Proposal Process outcome is forwarded to all of those who contributed their time and expertise.

2.2.5. Announcement of New Programs

Following submission to the Quality Council Secretariat, OCAD University may announce its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending and that no offers of admission will be made until and unless the program receives final approval of the Council. At this point, notice is provided to the OCAD University Senate Committee on Quality Assurance to ensure that the new program will be included in the Cyclical Program Review Schedule and that a schedule for monitoring prior to the first cyclical review is set in compliance with QAF 2.4.3: Monitoring. The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with the university's program review schedule.

After a new program is approved by the Quality Council Secretariat, the program will commence within thirty-six months of that date of approval; otherwise the approval will lapse.

Figure 1. Flow Chart for Undergraduate and Graduate Program Proposals



3. PROTOCOL FOR EXPEDITED APPROVALS

3.1. Overview

The Protocol for Expedited Approvals applies when:

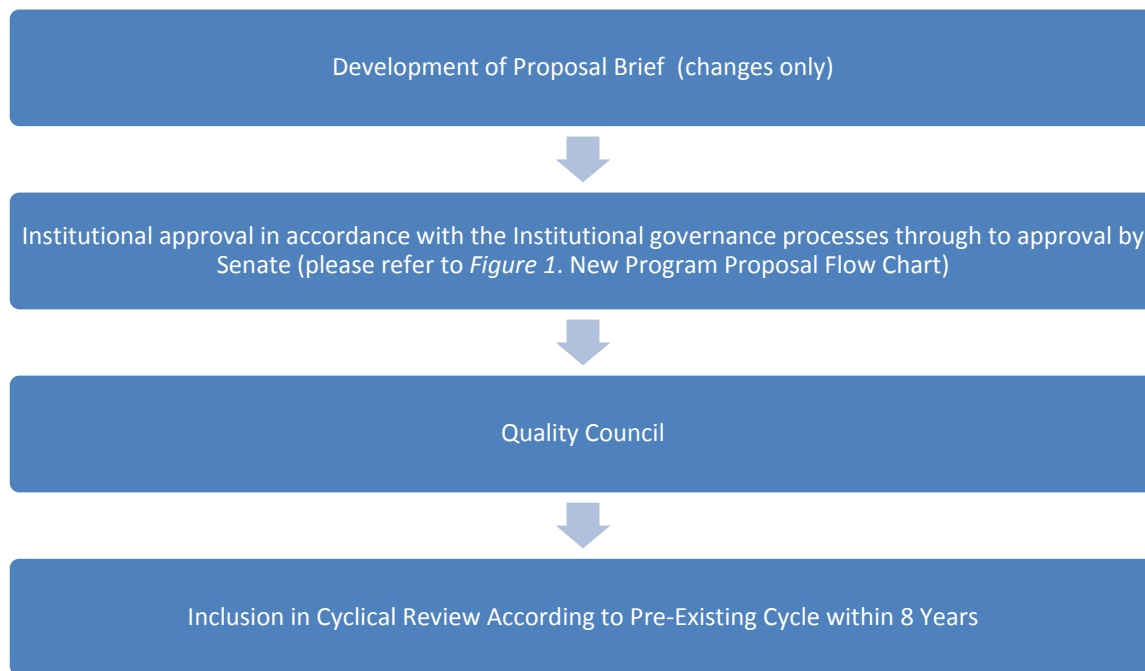
- an institution requests endorsement of the Quality Council to **declare a new Field in a graduate program**. (Note that institutions are not required to declare fields in either master's or doctoral programs.); or
- there is a proposal for a **new Collaborative Program**; or
- there are proposals for **new for-credit graduate diplomas**; or
- an institution requests it, there are **Major Modifications to Existing Programs**, as already defined through the IQAP, proposed for degree program or program of specialization

The Expedited Approvals process requires the submission of a Proposal Brief of the proposed program change and the rationale for it to the Quality Council. The process is expedited in that only the applicable evaluation criteria will be applied to the proposal, the process does not require external reviewers, and the Council's appraisal and approval process is reduced.

3.2. Proposal Brief

The Proposal Brief will describe the significant changes being proposed (including as appropriate reference to learning outcomes, faculty and resources), provide a brief account of the rationale for the changes, and which addresses the Evaluation Criteria listed in 2.1.1 – 2.1.10 of the Quality Assurance Framework, where they apply. Proposal Briefs will use the Expedited Approval Template (to be developed). *Figure 2.* illustrates the protocol for expedited approvals.

Figure 2. Flow Chart for Expedited Approval Protocol



4. PROTOCOL FOR MAJOR MODIFICATIONS TO EXISTING PROGRAMS

4.1. Overview

For existing degree programs, the following procedures describe the process for defining and documenting changes to programs to facilitate their institutional review and approval under the provincial Quality Assurance Framework.

4.2. Principles for Minor and Major Modifications to Existing Programs

OCAD University must plan for the ongoing refinement and improvement of current programs and for making minor and major modifications to them when it is considered appropriate to do so. These changes will be prompted by formative and evaluative institutional quality assurance practices including the gathering of formal feedback from students, faculty and staff participating in a program, by the methodical consideration of matters arising through the course of its delivery, or as a result of a full examination of the curriculum through accreditation or the cyclical program review process.

In planning for changes, proposers must consider the impact the proposed changes may have on the human, instructional, physical and financial resources of the institution and provide a plan to address them. In addition, as even minor changes can have implications for students in other courses and programs, there must be open consultation with those units and individuals who may be effected by the changes, as well as with those who are key to its implementation, including the Vice-President,

Academic, the Registrar's Office or the Office of Research and Graduate Studies, Studio Management, the Library, the Information Technology Services unit, Student Affairs and the Centre for Innovation in Art & Design Education.

4.3. Definition of Minor Modifications

OCAD University defines minor modifications as changes to courses and curriculum that do not affect the overall program requirements, such as:

- changes to course sequencing
- the addition of new required or elective courses and the deletion of required or elective courses
- changes to course titles and course descriptions
- changes to course numbers, credit weighting of elective courses, and contact hours in studio, lecture, seminar, tutorial or other components
- changes to course design, mode of delivery, course learning outcomes, teaching and assessment methods
- new academic regulations or changes to existing regulations for programs

Minor modifications are under the purview of the Faculty Curriculum Committee followed by approval by the Senate Committee on Undergraduate Programs or the Senate Committee on Graduate Programs as applicable.

4.4. Proposal Brief for Minor Modifications to Existing Programs

Minor changes to programs and regulations must be presented to Faculty Curriculum Committees as a Proposal Brief for approval. If approved by the Faculty Curriculum Committee, the proposal brief will be presented for approval to the Senate Committee on Undergraduate Programs or the Senate Committee on Graduate Programs as applicable.

The Proposal Brief for Minor Program Changes to Existing Programs must include the following documentation:

- summary of the proposed minor modification, including a rationale and context for it, including the issues or challenges that the proposed change is intended to address
- description of the ways in which the proposed change will meet the learning objectives of the New Ecology of Learning and OCAV Undergraduate Degree Level Expectations or OCGS Graduate Degree Level Expectations and enhance the academic experience and success of students
- if the proposed change affects students from other programs or courses, provide an account of the process of consultation with those units and measures taken to minimize the impact of the change
- a timeline for the implementation of the proposed change and transition plan for current students if applicable
- analysis of the financial and enrolment implications

- calendar copy and program maps for the proposed change that clearly highlight the revisions to be made to the existing curriculum

4.5. Definition of Major Modifications

OCAD University defines a major modification as a change in significant components of a program. Major modifications to programs typically include one or more of the following:

- requirements for the program that differ significantly from those existing at the time of the previous cyclical program review
- significant changes in learning outcomes (NEL Learning Objectives or Degree Level Expectations)
- significant changes in the faculty engaged in delivering the program
- significant changes in the delivery mode (e.g. on-line learning instead of classroom delivery)
- new requirements, such as cooperative education, internships, practica and other experiential learning opportunities
- the elimination of streams within a program
- the introduction of new minors, specifications, and concentrations

Major modifications to existing programs do not require submission of a Proposal Brief to the Quality Council. However, internal approval for Major Modifications to a program require a description of the proposed changes using the Major Modifications Form (to be developed) and submission of the completed form for review and approval to Senate Committee on Undergraduate or Graduate Programs as applicable. Approved Major Modifications will be sent to the Senate Committee on Quality Assurance for information and subsequent annual report to the Quality Assurance Secretariat. The approved major modification may also be sent to the Senate Committee on Academic Policy and Planning for information as deemed appropriate. The institutional approval process does not require the use of External Reviewers.

4.5.1. Definition of ‘Significant Change’ for Major Modifications

The Chair of the Senate Committee on Quality Assurance, with consultation and following the guidelines provided by the framework and OCAD University’s IQAP, determines what constitutes a major modification. OCAD University defines ‘significant change’ in requirements, intended learning outcomes, human and other resources associated with a degree program or program of specialization as follows:

Requirements:

- the reduction or increase of admission requirements
- changes to graduation requirements or academic regulations (i.e., number of required credits, continuation of study)

- the merger of two or more programs
- the addition or deletion of an experiential learning requirement (i.e., fieldwork, co-op, service learning, internship or practicum, or portfolio)
- the closure of a major, minor or stream within an undergraduate degree program
- the addition or deletion of a common core across majors in a degree program
- the closure of a field within a graduate program
- New bridging options for college diploma graduates
- Significant change in the studio time or lab time of an undergraduate program
- The introduction or deletion of an undergraduate thesis or capstone project
- At the master's level, the introduction or deletion of a research project, research essay or thesis, course-only, fieldwork, service learning, co-op, internship or practicum option
- The creation, deletion or re-naming of a field in a graduate program
- Any change to the requirements for graduate program candidacy examinations, field studies or residence requirements
- Major changes to courses comprising a significant proportion of the program

Learning Outcomes:

- OCAD University's New Ecology of Learning Outcomes, Ontario Council of Academic Vice-Presidents' Undergraduate Degree Level Expectations (UDLEs) or Ontario Council on Graduate Studies' Graduate Degree Level Expectations (GDLEs) fail to be incorporated with appropriate sequencing, balancing, or intensity
- changes to the learning outcomes of a program are initiated based on recommendations from a cyclical program review
- the learning outcomes of a program tied to external accreditations are modified as a direct result of changes to the profession or as a result of an accreditation review
- Changes to program content, other than those listed above, that affect the learning outcomes, but do not meet the threshold for a 'new program'

Human and Other Resources:

- the core faculty (tenure-track or tenured) engaged in the delivery of a program changes by 30% or greater
- the location for delivery of a program moves, wholly or in large part, from the OCADU campus
- A change in the language of program delivery
- for joint or collaborative programs offered with institutions external to the University, there is a significant change in the commitment of resources for delivery from either party
- the number of courses moved from in-class delivery to alternate format or from alternate format to in-class delivery changes by 30% or greater
- a compressed part-time option, or summer attendance requirement is added to a program
- The establishment of an existing degree program at another institution or location

- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa
- Change to full- or part-time program options, or vice versa
- Changes to the essential resources, where these changes impair the delivery of the approved program

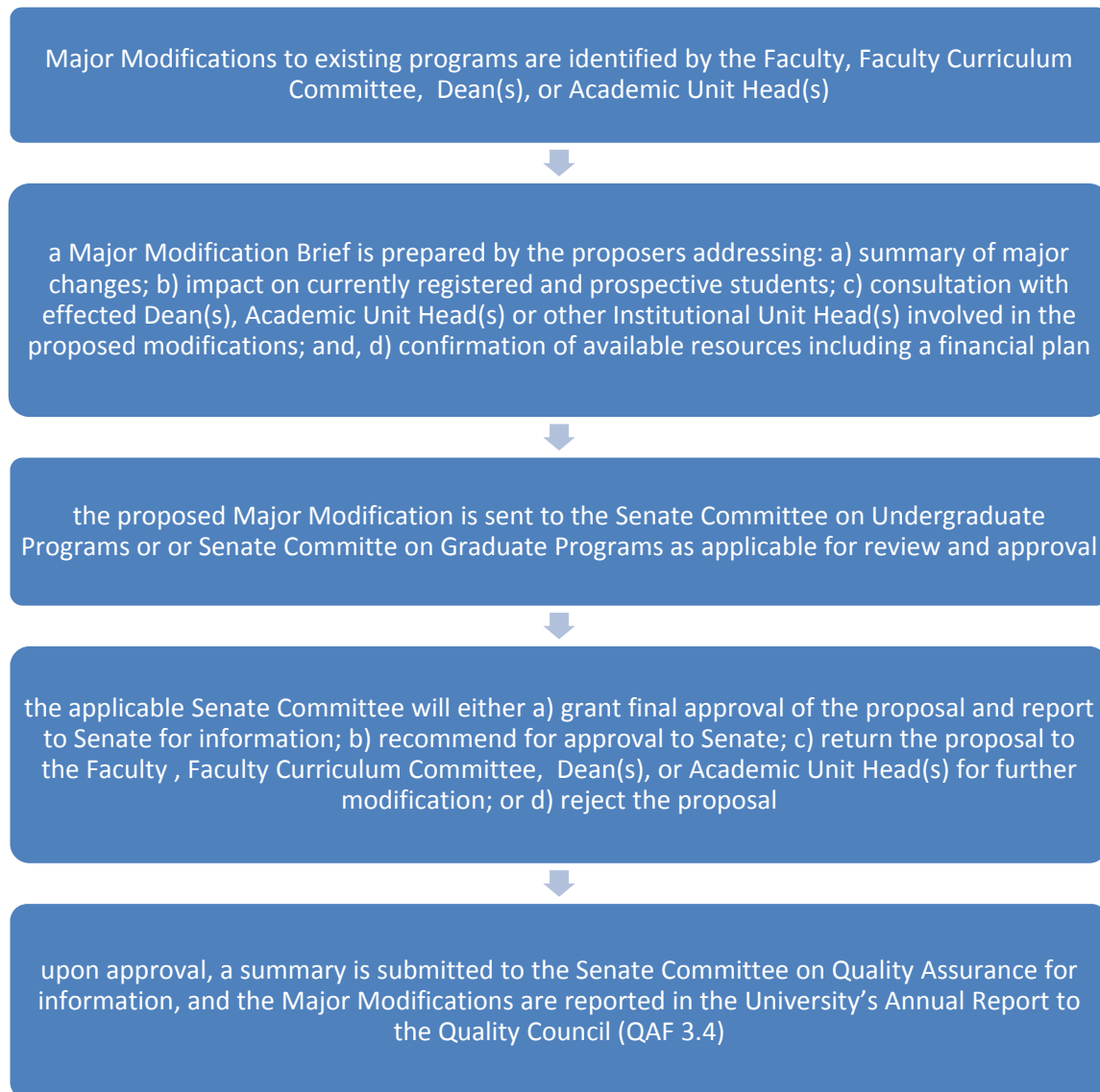
Finally, the Chair of the Senate Committee on Quality Assurance has the reserved authority to determine whether or not changes to admission requirements, learning outcomes, faculty, or physical resources/mode of delivery meet the defined criteria for 'significant change'.

Should the nature of the Major Modification prompt a need for endorsement by the Quality Council, a Proposal Brief may be developed and submitted to Quality Council review. This brief should include (a) a description of, and rationale for, the proposed changes; and (b) application of the relevant Evaluation Criteria to the proposed changes.

4.5.2. Annual Report on Major Modifications to Quality Council

OCAD University will file an annual report (using the Guide to be developed by the Quality Council) which provides a summary of major program modifications that were approved through the University's internal approval processes (as indicated in *Figure 3.*) in the past year.

Figure 3. Flow Chart for Major Modifications Approval



5. PROTOCOL FOR CYCLICAL UNDERGRADUATE AND GRADUATE PROGRAM REVIEWS

5.1. Overview

For all existing degree, diploma and certificate programs, the following policy and procedures set out the process for conducting a cyclical review to ensure that those programs continue to meet internal and provincial quality assurance requirements. The program review policy and procedures conform to COU's Quality Assurance Framework.

OCAD University conducts cyclical reviews of its undergraduate and graduate programs to ensure the:

- appropriateness of the program for the University's mission
- deliberate cultivation of OCAD University's NEL Learning Objectives and OCAV Undergraduate or OCGS Graduate Degree Level Expectations
- most effective application of pedagogical and evaluation strategies and methods
- availability of required human, physical, and financial resources to support the program
- ability of the University to sustainably meet the academic objectives of the program

5.2. Principles

The purpose of Cyclical Program Review is to ensure that formative and summative evaluations of the quality of OCAD University's academic programs are conducted with rigor and care and lead to the strengthening of our programs, the development of our faculty, the enrichment of the work of our supporting units, and, most importantly, the increased engagement and learning of our students.

The Chair of the Senate Committee on Quality Assurance, in consultation with the Vice-President, Academic and the Deans, will maintain a university-wide schedule to ensure that each academic program is subject to review once every eight (8) years. The first Cyclical Program Review of any new program must be conducted no more than eight (8) years after the date of the program's initial enrolment and normally in accordance with OCAD University's program review schedule.

To the extent possible, the schedule of reviews should take into account other review processes, including professional accreditation appraisals. It will be the responsibility of the Vice-President, Academic, to determine when an accreditation review can be combined with or substituted for a cyclical program review. It is recommended that undergraduate reviews and graduate reviews occur simultaneously where the same faculty members are involved in both reviews. The Cyclical Program Review cycle will include all joint, multidisciplinary, interdisciplinary, multi-sited and inter-institutional programs, and all modes of delivery.

5.3. Cyclical Program Review Schedule

Year of Cycle (commencing 2011-2012)	Faculty of Art Programs	Faculty of Design Programs	Faculty of Liberal Studies	Interdisciplinary Programs
1	BFA Integrated Media BFA Sculpture & Installation	BDes Graphic Design BDes Illustration		
3		MDes in Strategic Foresight and Innovation	MA Contemporary Art, Design and New Media Histories	
5	BFA Printmaking BFA Photography	BDes Environmental Design BDes Industrial Design		MA/MFA/ MDes Interdisciplinary Master's in Art, Media and Design
7	BFA Drawing & Painting BFA Criticism & Curatorial Practice MFA Criticism & Curatorial Practice	BDes Advertising Design BDes Material Art & Design EMDes Advertising MDes Inclusive Design		MA/MFA/MDes Digital Futures BFA/BDes DF: TIDA

If reviews are conducted of different levels (e.g. undergraduate and graduate degree programs, program modes, or programs offered at different locations simultaneously), separate reports of each program may be created or a single omnibus report can be developed in so far that it addresses and reports on the distinctive attributes of each program.

A degree program is defined as a sequence of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of the requirements of a particular degree, and is considered to be the comprehensive body of studies required to graduate with a specialization in a particular field (i.e. the 'major'). Where a program involves faculty and courses from more than one unit, the Deans involved must confirm to the Vice-President, Academic the unit which shall hold the locus or responsibility for the review. In addition, for those program offered in more than one mode, at different locations, or having complementary components (i.e., bridging options or experiential options including co-operative education), the distinct versions of the program shall be identified and reviewed.

5.4. Quality Assurance Process Requirements for Cyclical Program Reviews

Deans must plan for the review of academic programs, including the preparation of a self-study that presents details of the program requirements along with an analysis of the indicators of quality. The quality indicator measures will be compared to OCADU's Program Evaluation Criteria (see Appendix B).

In planning for the review, the process must provide for formal input from members of the academic community associated with the program, including faculty, staff, students, and graduates. The Dean is responsible for ensuring that the established protocols are followed. The Senate Committee on Quality Assurance is a consulting body on Cyclical Review Processes.

Cyclical Program Review consists of four required components: internal perspective in the form of self-study briefs, external review and reporting, response to internal and external reports, and a final approval process.

5.4.1. Internal Evaluation: Self-study Briefs

Self-study briefs for each program under review must be prepared and reviewed by a Program Review Team, comprised of faculty, program staff (including studio staff), students and notable representative(s) of a related profession constituted by the Chair, Director, or Head of the Program under review and approved by the Dean. The Self-study Brief will form that basis of the program review and must clearly set out the indicators of program quality against which the program is to be assessed in compliance with the criteria for program evaluation as described in Appendix B: Program Evaluation Criteria.

The Self-study Brief will contain:

- a brief description of the program's history, structure, and relationship with other academic programs
- an analytical and reflective discussion (with participation by faculty, staff, and students) on the program's activities and accomplishments, reaffirming or redefining its objectives, stating how these objectives are accomplished and describing how these objectives relate to the mission of OCAD University
- evidence-based commentary on how the program achieves the learning objectives of the New Ecology of Learning and the Ontario Council of Academic Vice Presidents' Undergraduate Degree Level Expectations (UDLEs) or Ontario Council on Graduate Studies Graduate Degree Level Expectations (GDLEs), accompanied by commentary on Initiatives undertaken taken to enhance the quality of the program and the associated learning and teaching environment. (QAF 4.3.7)
- a SWOT (strengths, weaknesses, opportunities and threats) analysis of the program and its specializations including analysis on the effectiveness of the various modes of delivery that are used, the Program Review Team's impression of how the program compares with similar programs in Canada and those offered by degree-granting Art & Design (or similar comparator) Universities internationally; together with the rationale and planning for future developments (QAF 4.3.3., QAF 4.3.6)

- as an indicator of quality, the self-study will present assessment of Key Performance Indicators (QAF 4.3.6), including, but not limited to:
 - the percentage of students going on to graduate or professional schools with comment on the national and international rankings of those programs and schools
 - the success of students in earning commissions, exhibitions and installations
 - the success of students in practice- or research-based grant and award competitions
 - the percentage of students involved in internships, co-operative education, fieldwork, study abroad , practica, and/or funded research
 - the percentage, level and quality of employment post-graduation
- the Program Review Team's assessment of the appropriateness of the program's admission and continuation of study requirements including any requirements beyond the University's general requirements; how the admission requirements relate to the University's mission and goals, and their impact, if any, on issues such as accessibility (QAF 4.3.2)
- the results of accreditation reviews, as appropriate (QAF 4.3.6)
- comment on how the program has addressed concerns or recommendations raised in previous reviews
- a summary table listing the themes or clusters within the degree program accompanied by the Program Review Team's commentary on the adequacy and frequency of course offerings, and whether there are any issues of special concern regarding course offerings
- a general assessment of the quality and adequacy of the academic supports (technical and academic instructional assistance; studio, classroom, practicum facilities and equipment; student learning spaces) available to the program (QAF 4.3.5)
- commentary on the integrity of the data used in the review
- a description of the relationship with other University units (e.g., interdisciplinary courses and programs, collaboration with the Library, Centre for Innovation in Art & Design Education, IT Services or Student Affairs) and with other post-secondary institutions including articulation and exchange agreements
- complete curriculum vitae for each faculty member (sessional and tenure-track or tenured) contributing to the respective academic programs

To support the preparation of the Self-study Brief, units that support the academic mission, including but not limited to Institutional Analysis and Planning, the Office of the Registrar, the Library, IT Services, Centre for Innovation in Art & Design Education, Diversity & Equity, and Student Affairs will supply data. The liaison librarians and academic support units must be given adequate notice, time and direction to consult, gather information, complete and supply reports. The Team may also provide for comment other members of the program, from the broader university and external community.

Upon completion of the Self-study Brief, the Dean will review the Self-study Brief to ensure that it presents the full range of evidence to support an assessment of program quality. The Dean adds an Executive Summary before sending the Self-study Brief to the Vice-President, Academic and Associate

Dean, Graduate Studies/Vice-President Research as appropriate. In the Executive Summary, the Dean may also highlight any additional areas of opportunity or institutional constraints that may need to be taken into account as part of the review.

The Vice-President, Academic and, in the case of Self-study of Graduate Programs, Associate Dean, Graduate Studies/Vice-President Research adds a response to the Dean's or Unit Head's Executive Summary and the Program Review Team's Self-study Brief before sending the self-study to the External Reviewers.

5.4.2. External Evaluation: External Reviewers' Report

The Dean in consultation with the Program Review Team will strike a Review Committee to serve as External Reviewers of the program. The full curriculum vitae of External Reviewers must be provided to the Vice-President, Academic for review and approval. External Reviewers must be Associate or Full Professors or equivalent, be active and respected in their field, have a strong record of research and publication, academic program management experience, and be at arm's length to the program under review. For undergraduate programs, one External Reviewer must be external to the university, and the second Reviewer may be either internal to the university but from outside the discipline engaged in the program, or external to the university. On occasions where the breadth of the interdisciplinary components of a program call for a sufficient range of expertise in the external consultancy, and/or where the specific issues emerging from a self-study are of sufficient significance or breadth more than the required number of External Reviewers is merited.

For graduate programs, two reviewers must be external to the university, and the third reviewer may be either internal to the university but from outside the discipline engaged in the program, or external to the university. At least one of the External Reviewers, if there is more than one, should be at the rank of Associate Professor or higher. Additional discretionary members may be assigned to the Review Committee where appropriate. Such additional members will be appropriately qualified and experienced as evidenced by their full curriculum vitas or resumes and carefully selected from industry or the professions.

The Dean with assistance from the Office of the Vice-President, Academic will organize a site visit of sufficient duration (typically two full days) to provide an opportunity for the External Reviewers (including those internal to the university but from outside the discipline engaged in the program) to assess the standards and quality of the program and to prepare a report that addresses OCAD University's Program Quality Review Criteria. In advance of the visit, External Reviewers will be sent:

- the Self-study Brief
- the Dean or Unit Head's Executive Summary
- the Vice-President, Academic's Cover Letter
- an overview of their roles and obligations

- any additional material or information that may be needed to inform the assessment

During the site visit, External Reviewers will have an opportunity to meet with the Program Review Team and with other faculty, students, staff, senior academic administrators, and any others, including employers, members of the profession and representatives of clearly aligned professional associations, who can provide informed comment. They will discuss aspects of the Self-study in the context of the Program Quality Review Criteria. External Reviewers will be required to respect the confidentiality of all aspects of the process and recognize the institution's autonomy to determine priorities for funding, space and faculty allocation.

The External Reviewers will jointly prepare and submit a report to the Vice-President, Academic which addresses the substance of the Self-study Brief, the information and perspectives gained during the site visit, and the Program Quality Review Criteria. The External Reviewers will be invited to acknowledge any clearly innovative aspects of the program together with recommendations on specific steps to be taken to improve the program, distinguishing between those the program can itself take, and those that require external action. Normally, the report will be completed within 30 days of the site visit.

5.4.3. Response to the External Review Committee Report

Upon receipt of the External Reviewer's report, the Vice-President Academic will forward it to the Dean and Program Review Team for discussion and consideration of any curricular, financial or other resource implications. The Dean will work with the Program Review Team to prepare a response to the External Reviewer's Report to be submitted to the Vice-President, Academic, that will include an agreed-upon plan for improvement and the proposed timelines for implementation. Where the plan involves additional resources and/or possible changes in organization, policy or governance, the Dean will include a statement from the Vice-President, Academic on the ways in which those recommendations will be addressed.

In addition to compiling the Self-study Brief the Program Review Team is responsible for overseeing peer evaluation of the program. The Program Review Team will recommend three members of the Senate Committee on Quality Assurance, The Dean will select three members from the Senate Committee on Quality Assurance, who are not members of the program under review, to form the Peer Review Team. The Peer Review Team is included in the Review Committee site visit, receives the Self-study Brief and the Review Committee's report, and develops its own evaluation of the program. The Peer Review focuses on the strengths and weaknesses of the program, and addresses differences of opinion among participants in the review and makes recommendations regarding the report components.

5.4.4. Approval Process and Institutional Final Assessment Report

The Peer Review Team prepares the Final Assessment Report that synthesizes the reports and notes areas of significant strength, opportunities for program improvement and enhancement, and the agreed-upon plans for improvement. The report may be accompanied by an executive summary,

exclusive of confidential information (such as personnel issues to be addressed), that is suitable for publication.

The Final Assessment Report also includes recommendations regarding a prioritization of tasks, and features an Implementation Plan that identifies who is responsible for approving the recommendations set out in the Final Assessment Report, who will be responsible for providing any resources made necessary by those recommendations, who will be responsible for acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations.

6. INSTITUTIONAL REPORTING AND COMPLIANCE WITH THE AUDIT PROCESS

In the interest of encouraging the provision of thorough and thoughtful critical reflections and feedback, as well as ensuring appropriate levels of confidentiality, for the Report of the Review Committee, no public access will be provided to the:

1. Information made available for the self-study;
2. Self-study report;
3. Report of the Review Committee; and
4. Specified responses to the report of the Review Committee.

In May of each year, the Vice-President, Academic will prepare an annual report to the Senate Committee on Quality Assurance that includes:

- the Final Reports for all program reviews completed during the academic year at both the undergraduate and graduate levels
- the one-year Follow-up Reports
- the schedule for upcoming reviews and one year reports
- a description of the Audit Process for the institution's compliance with its Institutional Quality Assurance Process for the Cyclical Review of Existing Programs
- the University's Annual Report to the Quality Council on New Program Submissions and Major Modifications
- the Quality Assurance Framework document
- the OCAD University Institutional Quality Assurance Process
- commentary on any policy or procedural consideration arising out of the reviews

The proceeds of the VPA annual report to the Senate Committee on Quality Assurance can be accessed by OCAD University's internal community through the secure section of the Senate's website that is password protected. The Senate Committee on Quality Assurance will review the Final Reports to ensure compliance with Institutional Quality Assurance Processes. If the Senate Committee on Quality Assurance believes that further discussion or review is warranted, it shall instruct its Chair to carry out those discussions on its behalf. The Chair of the Senate Committee on Quality Assurance will present

the Final Report of each Program Review to Senate for information and comment, and the summaries will be available through the Senate. The Final Reports will also be submitted to the Quality Council for their information and record on an annual basis. The institutional executive summary of the outcomes of the review and the associated Implementation Plan will be made available through the OCAD University Senate website and copies provided to both the Quality Council and the Board of Governors for information. The Senate Committee on Quality Assurance is also responsible for providing for the timely monitoring of the implementation of the Final Report recommendations, and the appropriate distribution, including web postings of the annual, scheduled monitoring reports.

The Senate Committee on Quality Assurance will alert the Senate of any issues regarding compliance and the Senate, with the assistance of the Office of the Vice-President, Academic, assumes responsibility for ensuring the provision of all requested documentation by the auditors; compliance with the desk audit and on-site interaction during the audit visit; review of the auditors draft report for comment; receipt and publication of the final audit report; and one-year follow-up addressing recommendations made in the audit.

The OCAD University Institutional Quality Assurance Process is subject to the approval of the Quality Council when it is initiated and when it is revised. The university will be audited by the Quality Council on an eight (8) year cycle under the terms of the Framework.

7.1. Appendix A: Definitions

Core vs. non-Core	The Council of Ontario Universities defines ‘core’ programs as programs offered in basic disciplines that might be expected to be offered at any university and are appropriate to the academic ethos and character of any university. Non-core programs are offered in unique disciplines specific to the academic ethos and character of a specific university.
COU	Council of Ontario Universities
IQAP	Institutional Quality Assurance Process
Key Performance Indicator	Key Performance Indicators are quantifiable measurements, agreed to beforehand, that reflect the critical success factors of the University’s academic programs.
MTCU	Ministry of Training, Colleges and Universities
NEL	<p>The New Ecology of Learning (NEL) is a structural and a conceptual shift in OCADU’s undergraduate and graduate curriculum. To complement the OCAV Undergraduate Degree Level Expectations (UDLEs) or Ontario Council on Graduate Studies’ Graduate Degree Level Expectations (GDLEs), all graduates of OCADU must have some knowledge of or experience with all six principles listed below, and, ideally, in-depth engagement with at least one of them.</p> <ol style="list-style-type: none">1. Interdisciplinarity2. New Technology3. Sustainability4. Diversity5. Wellness6. Contemporary Ethics
NEW PROGRAM	As of April 29 th , 2011, the Quality Assurance Framework defines a new program as any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists). To clarify, for the purposes of this Framework, a ‘new program’ is brand-new: that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution. Examples of what constitutes a ‘new

program' are provided in the Guide.

OCAV GDLE The Ontario Council on Graduate Studies has established six core graduate degree level expectations applicable to all institutions:

1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Level of Application of Knowledge
4. Professional Capacity/Autonomy
5. Level of Communication Skills
6. Awareness of Limits of Knowledge

A more detailed explanation of the Graduate Degree Level Expectations is available:

<http://vpacademic.lakeheadu.ca/uploads/OCGSDegreeExpectations.pdf>

OCAV UDLE The Ontario Council of Academic Vice-Presidents has established six core undergraduate degree level learning outcomes applicable to all institutions:

1. Breadth and Depth of Knowledge
2. Knowledge of Methodologies
3. Application of Knowledge
4. Communication Skills
5. Awareness of Limits of Knowledge
6. Autonomy and Professional Capacity

A more detailed explanation of the Undergraduate Degree Level Expectations is available:

http://www.ocad.ca/Assets/pdf_media/ocad/faculty/ocad_quality_assurance_ocav.pdf

QAF Quality Assurance Framework, Quality Assurance Secretariat, (Approved February, 2010) Available: www.cou.on.ca/Issues-Resources/Student-Resources/Publications/Reports/PDFs/Quality-Assurance-Framework-and-Guide-Sept-2010.aspx

**type 1, type 2
and type 3
graduate
diplomas**

From the OCGS BY-LAWS AND PROCEDURES
Governing Appraisals, revised January, 2008
Available: <http://ocgs.cou.on.ca/content/objects/By-Laws%20&%20Procedures%20January%202008.pdf>

20.0 GUIDELINES FOR GRADUATE DIPLOMA PROGRAMS

TYPES OF GRADUATE DIPLOMAS AND THEIR APPRAISAL

Several types of graduate diplomas are awarded by Ontario universities. In 1997, OCGS agreed that distinctions between them needed to be made for appraisal purposes.

20.1 **Type 1 graduate diploma:** The diploma awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these graduate diplomas. Several MBA programs offer this possibility to students who have successfully completed 10 of the 20 required courses. These do not require separate funding approval, but when new, do require standard appraisal and, thereafter, periodic appraisal. The appraisal for these programs is described below.

20.2 **Type 2 graduate diploma:** The diploma offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) degree. This represents an additional, usually interdisciplinary, qualification. These do not require separate funding approval, but when new, do require standard appraisal and, thereafter, periodic appraisal. The appraisal for these programs is described below.

20.3 **Type 3 graduate diploma:** The stand-alone diploma, not additional to a master's or doctoral degree, and to which students are admitted directly. When new, these require standard appraisal and, thereafter, periodic appraisal. Such programs are appraised according to the Procedures for Standard or Periodic Appraisal (see Section 10 and 11). MTCU funding approval must be sought as for master's degrees if the university wishes to count the students toward its BIU entitlement.

7.2. Appendix B: Program Evaluation Criteria

New degree programs, new specializations and options, and reviews of existing programs must be assessed against OCADU's Program Evaluation Criteria that are in accordance with the provincial Quality Assurance Framework.

1. Goals, objectives and demand
 - There is convincing evidence of student demand and societal need for the program
 - The goals and objectives of the program are consistent with the priorities and strengths of the academic unit proposing the program, with OCAD University's mission and academic plans.
 - The learning outcomes for the program in the case of undergraduate degree programs are consistent with OCAD University's undergraduate degree learning expectations.
 - Appropriateness of degree nomenclature
2. Admission requirements
 - Appropriateness of the admission requirements with the learning outcomes established for completion of the program
 - Explanation of alternative requirements for admission such as grade point average, additional languages, portfolios, and recognition of prior work or learning experience
3. Curriculum Design
 - Appropriateness of the program's design and regulations to meet specified program learning outcomes and degree level expectations
 - For graduate programs, a clear rationale for program length that ensures the program requirements can be reasonably completed within the proposed time period
 - The curriculum design addresses the current state of the discipline or area of study
 - Identification of any unique curriculum or program innovations or creative components
 - For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion
 - Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses
4. Mode of delivery
 - Alignment of the mode of delivery (including, where applicable, distance or online delivery) to meet the program's learning outcomes and OCAV UDLEs or OCGS GDLEs as appropriate
 - The program is of high academic quality
 - Adequacy of faculty members with appropriate credentials and experience for the program
 - Sufficiency and appropriate utilization of existing resources human and physical
 - Financial sustainability of the operation of the program delineated in a financial plan
5. Assessment of teaching and learning
 - Appropriateness of proposed methods of assessment of student achievement of the intended program learning outcomes and degree level expectations
 - Completeness of plans for documenting and demonstrating the level of performance of students, especially in the students' final year of the program, consistent with the OCAD University's statement of Degree Level Expectations
6. Resources for all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
 - Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program
 - Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate student's scholarship and research activities, including library support, information technology support, and studio or laboratory access
7. For graduate programs only
- Evidence that faculty have the recent scholarly research or professional/clinical experience needed to sustain the program, promote innovation, and foster an appropriate intellectual climate
 - Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students
 - Evidence of how supervisory loads will be distributed, and the qualifications and appointment status and availability of faculty who will provide instruction and supervision
 - Evidence of faculty funding, honours, awards and commitment to graduate student mentoring
 - Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and requirements
 - Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills
 - Sufficient graduate level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level
8. For undergraduate programs only
- Evidence of and planning for adequate numbers and quality of:
 - (a) faculty and staff to achieve the goals of the program; or
 - (b) of plans and the commitment to provide the necessary resources in-step with the implementation of the program;
 - (c) planned/anticipated class sizes;
 - (d) provision of supervision of experiential learning opportunities (if required); and
 - (e) the role of adjunct and part-time faculty.
9. Quality indicators (2.1.10)
- Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience
 - Faculty: qualifications, research and scholarly record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty;
 - Students: applications and registrations; attrition rates; time-to-completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching; and
 - Graduates: rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match" and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA). Auditors will be instructed that these items may not be available and applicable to all programs.

7.3. Appendix C: Criteria for Assessing the Quality of New or Restructured Undergraduate Programs Form

The criteria below should be regarded as the minimum criteria for the assessment of new academic programs. Any unit planning a new or restructured program should show how the Evaluation Criteria (see detailed criteria components described earlier in this document) will be met.

1.	Goals, objectives, and demand
2.	Admission requirements
3.	Curriculum Design
4.	Mode of delivery
5.	Assessment of teaching and learning
6.	Resources
7.	Quality indicators

7.4. Appendix D: MTCU New Program Approvals: Information the University Should Consider in Certifying Criteria Have Been Met

Criteria	Institutional Check List
1. Program Nomenclature (“Truth-in-Advertising”)	<ul style="list-style-type: none"> ➤ The University Senate or equivalent academic body should ensure that the program name and degree designation are appropriate to program content and consistent with current usage in the discipline.
2. Academic Quality	<ul style="list-style-type: none"> ➤ Undergraduate: the University should ensure that the Senate or equivalent academic body has approved the undergraduate program. ➤ Graduate: the University should ensure that the Dean of Graduate Studies (or equivalent) has received a letter indicating the date program passed OCGS appraisal without requiring improvements.
3. Financial Viability	<ul style="list-style-type: none"> ➤ The Board of Governors or equivalent body should ensure the university has in hand the requisite resources to introduce the program within existing funding levels and is prepared to maintain the program for a reasonable period of time (The approval of a program is not grounds for a request for additional funding from the Ministry to initiate or sustain the program). ➤ Where there is an increase in the minimum length of time required to complete an existing approved degree program, the institution should be able to justify the additional costs incurred to the institution, government and the student. ➤ In making these determinations, institutions should consider: <ul style="list-style-type: none"> ○ the impact of the program on funding and how the institution intends to finance and staff the proposed program ○ the additional costs (capital expenditures, additional faculty, etc), and the sources of additional funds (external grants, donations, government grants) ○ how other programs will be affected (joint offerings, closure, rationalization, decreased in size, etc.), including how and whether or not any cost savings will be involved

Criteria	Institutional Check List
4. Institutional Appropriateness	<ul style="list-style-type: none"> ➤ The university should ensure the program is related to institutional mission, academic plans, and/or departmental plans. ➤ The university should ensure the program fits into the broader array of program offerings, particularly areas of teaching and research strength, collateral areas of study, etc. ➤ In making these determinations, institutions should consider: <ul style="list-style-type: none"> ○ notable resources available to the program demonstrating institutional appropriateness e.g. Chairs, institutes, centres; unique library collections or resources; facilities such as computer, laboratory, other acquisitions, etc. ○ external financial support demonstrating strength such as facility/equipment donations, other external donations, grants, etc.
5. Student Demand	<ul style="list-style-type: none"> ➤ The University should ensure there is convincing evidence of student demand for the program. ➤ In making these determinations, institutions should consider: <ul style="list-style-type: none"> ○ projected enrolment levels for the first five years of operation (If the program is in operation, use actual and projected data) ○ intended steady-state annual enrolment and steady-state total enrolment projections and the year(s) in which they will be achieved ○ evidence of student demand through application statistics, for example: number of enquiries, applications received, number of qualified applicants, use of macro-indicator data (graduate only) ○ origin of student demand (% domestic and visa students; graduate only - the undergraduate or master's programs from which students would be drawn) ○ duration of the projected demand (e.g. short, medium or long-term demand from specified sources) ○ evidence of review and comment by appropriate student organization(s)

Criteria	Institutional Check List
6. Societal Need	<ul style="list-style-type: none"> ➤ The University should ensure there is convincing evidence that graduates of the program are needed in specifically identified fields (academic, public and/or private sector). ➤ For professional program areas, the university should ensure congruence with current regulatory requirements of the profession. ➤ In making these determinations, institutions should consider: <ul style="list-style-type: none"> ○ dimensions of the societal need for graduates (e.g. socio-cultural, economic, scientific, technological) ○ geographic scope of the societal need for graduates (e.g. local, regional, provincial, national) ○ trends in societal need for graduates ○ duration of the societal need (e.g. short, medium, or long-term) ○ examples of evidence for the above would be: <ul style="list-style-type: none"> ▪ letters from a variety of potential employers of graduates who have seen the curriculum and commented upon the need for graduates within their organization and, more broadly, in their field of endeavour ▪ professional society and/or association comments about the need for graduates based on a review of the curriculum ▪ employment surveys, survey of the number of positions advertised in, for example, the CAUT Bulletin, AUCC University Affairs, etc. ▪ statistics related to the number of Ontario students leaving the province to study in the same field elsewhere in Canada or abroad
7. Duplication	<ul style="list-style-type: none"> ➤ The University should cite similar programs offered by other institutions in the Ontario university system. ➤ The University should provide evidence of justifiable duplication based on societal need and/or student demand in cases where there are programs in the system that are the same or similar (Comments from other institutions regarding proposed new undergraduate programs will be sought by the Ministry. Comments regarding Health Science programs will also be sought from the Ministry of Health). ➤ The University should indicate innovative and distinguishing aspects of the program. ➤ The University should indicate why the institution is offering the program on a “stand-alone” basis rather than merging its resources with another institution in a joint program.

7.5. Appendix E: Details of Resource Implications and Financial Viability

Completed by: _____ Date: _____

Approved by: _____ Date: _____

A. FINANCIAL SUSTAINABILITY OF PROGRAM

Describe how this program will be funded from existing academic unit or Faculty resources.

- a. Funding will be relocated within the department
- b. Funding can be used in the same way and will support this program
- c. Resources will be made available (e.g. program closures, curriculum changes)
- d. Additional revenue sources

In the case of interdisciplinary programs provide details of the academic units/Faculties involved, how incomes and expenses will be distributed, administrative structure, and where the resource responsibility will reside.

In the case of Collaborative programs with another institution a detailed plan must be submitted outlining how the funding received and resources required will be administered between the institutions involved.

B. NUMBER OF STUDENTS

Intended Steady-state annual enrollment	
Year in which this will be achieved	
Intended Steady state total enrollment	
Year in which this will be achieved	
Proposed number of additional students to OCADU i.e. Are program students additional (net new) or redistributed from other existing programs within the Faculty(s)	

Indicate the number of incoming and in-program students expected over the next five years

	201X/1X	201X/1X	201X/1X	201X/1X	201X/1X
Number of incoming students to program					
Number of in-program students					
Number of students graduating from program					

C. PROPOSED TUTION FEE

Is approval being sought for Ministry-funded program charging standard tuition rates? Yes___ No___

D. PROPOSED OPERATING BUDGET FOR NEW PROGRAM OR SIGNIFICANTLY CHANGED PROGRAM

Note that any funding additional to the Faculty envelope must be submitted to the Budget

Program Costs	No of FTEs	201X/1X	201X/1X	201X/1X	201X/1X	201X/1X
1. Personnel Costs – include benefit costs						
Faculty Tenure Track						
Faculty – Sessional and CT						
Faculty – Overload teaching						
Faculty – Release time expenses						
Faculty – Stipend						
Staff						
Teaching assistants – Graduate						
Teaching assistants - Undergraduate						
Fringe Benefits						
Other Personnel						
2. Equipment						
Telephone equipment						
Computer equipment						
Office furniture						
Instructional						
Research						
3. Travel and conferences						
Travel and conferences						
4. Supplies and expenses						
Faculty development						
Meeting expenses						
Postage						
Printing and Photocopying						
Stationery and Office Supplies						
Marketing and Publications						
Sundries						
Telephone long distance						
Computer maintenance						
Computer programming						
Learning Resources						
Seminars/Honorarium expenses						
Audio Visual Services						
5. Overhead Costs						
Administration fee (where applicable)						
Rental of space (where applicable)						
6. Capital Costs						
New construction						
Renovations						
Furnishings						
Total operating costs						
Total operating costs available within the Faculties envelopes						
Additional revenue						
Total Additional operating costs that will be requested through University budget process						

7.6. Appendix F: Ministry of Training, Colleges and Universities (MTCU) Funding Approval for New Undergraduate and Graduate Programs

MTCU Approval Principles and Evaluative Criteria

The Ministry has established several basic principals which guide the programs approval process:

- New programs (undergraduate or graduate) that are to be operated solely on a full-cost recovery basis are *not* subject to Ministry program approval procedures;
- The introduction of new undergraduate programs in basic "Core" Arts and Science disciplines does *not* require Ministry approval for the purposes of funding;
- New "Non-Core" undergraduate programs (Group A Category) require full Ministry review and approval to be recognized for operating grants. The new program will generate basic income units (BIUs) that can be counted for enrolment under the funding formula.
- Any new graduate programs (Group B Category) must first receive a successful appraisal from the Ontario Council of Graduate Studies (OCGS) before they are submitted to the Ministry for funding approval.
- New programs must be Ministry-approved for the students enrolled in those programs to be considered for OSAP eligibility.
- Universities must also provide a suggested program weight and FORPOS code, if existing code is applicable, and a rationale for the suggested weight/code for all new programs seeking funding approval. At OCADU, program weight and FORPOS code is determined in consultation with the Office of the Vice-President Finance.

MTCU Evaluative Criteria

MTCU developed a standardized set of seven evaluative criteria for the review of all Group A and Group B undergraduate and graduate programs. The first six criteria are attested to by the Executive Head/ President of the institution. The ministry checks that criteria 1-6 have been attested to, and in the case of new graduate programs checks for a successful OCGS review. The Ministry evaluates every proposed new program to assess duplicative similarities to existing programs in Ontario or Canada for purposes of deciding upon eligibility for public funding. Should any proposed new programs have similarities to an existing program offered at another Ontario university, the University is required to provide a full justification and supporting documentation (see institutional checklist below). Should a new program submission contain an incomplete or insufficient rationale in relation to potential duplication, the new program will not be approved for funding purposes.

MTCU Funding Criteria Institutional Check List

1. Program Nomenclature ("Truth-in-Advertising")

- the University Senate or equivalent academic body should ensure that the program name and degree designation are appropriate to program content and consistent with current usage in the discipline

2. Academic Quality

- Undergraduate: the University should ensure that the Senate or equivalent academic body has approved the undergraduate program
- Graduate: the University should ensure that the Dean of Graduate Studies (or equivalent) has received a letter indicating the date program passed OCGS appraisal without requiring improvements

3. Financial Viability

- the Board of Governors or equivalent body should ensure the university has in hand the requisite resources to introduce the program within existing funding levels and is prepared to maintain the program for a reasonable period of time (The approval of a program is not grounds for a request for additional funding from the Ministry to initiate or sustain the program)
- where there is an increase in the minimum length of time required to complete an existing approved degree program, the institution should be able to justify the additional costs incurred to the institution, government and the student

In making these determinations, institutions should consider:

- the impact of the program on funding and how the institution intends to finance and staff the proposed program
- the additional costs (capital expenditures, additional faculty, etc.), and the sources of additional funds (external grants, donations, government grants)
- how other programs will be affected (joint offerings, closure, rationalization, decreased in size, etc.), including how and whether or not any cost savings will be involved.

4. Institutional Appropriateness

- the university should ensure the program is related to institutional mission, academic plans, and/or departmental plans
- the university should ensure the program fits into the broader array of program offerings, particularly areas of teaching and research strength, collateral areas of study, etc.

In making these determinations, institutions should consider:

- notable resources available to the program demonstrating institutional appropriateness, e.g. Chairs, institutes, centres; unique library collections or resources; facilities such as computer, laboratory, other acquisitions, etc.
- external financial support demonstrating strength such as facility/equipment donations, other external donations, grants, etc.

5. Student Demand

- the University should ensure there is convincing evidence of student demand for the program

In making these determinations, institutions should consider:

- projected enrolment levels for the first five years of operation (If the program is in operation, use actual and projected data)
- intended steady-state annual enrolment and steady-state total enrolment projections and the year(s) in which they will be achieved
- evidence of student demand through application statistics, for example: number of enquiries, applications received, number of qualified applicants, use of macro-indicator date (graduate only)

- origin of student demand (% domestic and visa students; graduate only B the undergraduate or master's programs from which students would be drawn)
- duration of the projected demand (e.g. short, medium or long-term demand from specified sources)
- evidence of review and comment by appropriate student organization(s)

6. Societal Need

- the University should ensure there is convincing evidence that graduates of the program are needed in specifically identified fields (academic, public and/or private sector)
- for professional program areas, the university should ensure congruence with current regulatory requirements of the profession

In making these determinations, institutions should consider:

- dimensions of the societal need for graduates (e.g. socio-cultural, economic, scientific, technological)
- geographic scope of the societal need for graduates (e.g. local, regional, provincial, national)
- trends in societal need for graduates
- duration of the societal need (e.g. short, medium, or long-term)

Examples of evidence for the above would be:

- letters from a variety of potential employers of graduates who have seen the curriculum and commented upon the need for graduates within their organization and, more broadly, in their field of endeavour
- professional society and/or association comments about the need for graduates based on a review of the curriculum
- employment surveys, survey of the number of positions advertised in, for example, the CAUT Bulletin, AUCC University Affairs, etc.
- statistics related to the number of Ontario students leaving the province to study in the same field elsewhere in Canada or abroad

7. Duplication

- the University should cite similar programs offered by other institutions in the Ontario university system
- the University should provide evidence of justifiable duplication based on societal need and/or student demand in cases where there are programs in the system that are the same or similar (Comments from other institutions regarding proposed new undergraduate programs will be sought by the Ministry. Comments regarding Health Science programs will also be sought from the Ministry of Health)
- the University should indicate innovative and distinguishing aspects of the program
- the University should indicate why the institution is offering the program on a "stand-alone" basis rather than merging its resources with another institution in a joint program

Annual Reporting Requirements

All new "non-core" undergraduate programs (Group A Category) and all graduate programs (Group B Category) for which enrolment is counted for purposes of funding must be approved by the Minister of Training, Colleges and Universities. Beginning in 2002-03, the program approval process occurs twice each year, each Fall and Spring. Fall program approval submissions must be received by the Ministry no later than November 30th and Spring program approval no later than May 16th.

MTCU requires each university to submit an annual Program Development Report, providing a listing and brief description of all new core and non-core programs and of restructured, merged and closed programs. This report is provided by May 30th each year.

7.7. Appendix G: Self-study Brief Components

1. Introduction
2. Degree requirements
3. Resource requirements

1. Introduction

The introduction provides the background on the program under review.

- Description of the program under review, and where there is more than one mode or site involved, detail of the distinct versions of the program that are being reviewed
- Description of the career and academic opportunities for graduates
- Relationship between the program goals with the mission, mandate and strategic plans of OCAD University
- Description of how the program fits into the broader array of program offerings, particularly those areas of teaching and research strengths and complementary areas of study
- Description of the participation of faculty, staff, and students in the self-study and how their views will be obtained and taken into account

2. Degree requirements

Program learning outcomes

- Description of the abilities that graduates of the program are expected to demonstrate upon graduation consistent with OCADU's NEL learning outcomes, and the Ontario Council of Academic Vice-President's Undergraduate Degree Level Expectations (UDLEs), or the Ontario Council on Graduate Studies' Graduate Degree Level Expectations (GDLEs)
- Data that demonstrates the ways in which graduates of the program meet these expectations, including final year academic achievement, academic awards, exit surveys, rates of graduation, employment statistics and further education.

Admission Requirements and Student Success

- An outline of the requirements for admission to the program, including additional requirements or procedures and recognition of prior learning experience
- Admission data that reports on applications, registrations, entering GPA, attrition rates and time-to-completion graduation rates
- Demographic data on registrants (i.e., transfers from other programs and other institutions, full and part-time students)

Program Structure

- Calendar copy and program maps for the program showing courses offered each semester, streams, research components, and identifying any experiential or other applied learning opportunities for students, and/or any distinct versions of the program and any innovative or creative aspects of its design or delivery
- Data to demonstrate the performance of students (final year academic achievement, academic awards, class-sizes)

Program Content

- Course outlines, indicating calendar level course descriptions, pre-requisites and co-requisites, credit weight, hours of class, learning outcomes, topics, labs and tutorials, mode of delivery and teaching methods, assessment of learning
- Data to demonstrate the quality of the student experience and satisfaction (course evaluations, student satisfaction surveys, NESSE results, percentage of classes taught by permanent or non-permanent faculty) and other indicators of program quality.

3. Resource Requirements

Faculty members

- List of the core faculty including appointment status, Curriculum Vitae, home unit, and other indicators of faculty quality
- Number of full and part-time faculty in the program; faculty from other programs teaching in the program

Additional academic and non-academic human resources

- Details of additional academic and administrative services and support allocated to the program, including support staff, adjunct and part-time faculty and their qualifications, supervision of experiential learning opportunities, teaching assistants, studio and lab assistants and other additional academic and non-academic human resources.

Physical Resources

- Details of the physical resources associated with the program, including library holdings, information technology support and student services, special equipment, and space utilization (class-sizes, classrooms, laboratories, graduate student work/study space, other)

Financial Resources

- Summary statement on the financial resources that support the program, including annual budget, external funding, and sources of support for graduate students (graduate programs only).

Resources for Study-brief components

- Program quality review criteria
- Degree level expectations
- Program learning outcomes
- New course template
- Course change template

7.8. Appendix H: Approval and Review of Programs Offered by Two or More Institutions¹

Reviews of Joint Programs and other inter-institutional programs are governed by the IQAPs of the participating university/universities granting the degree. Partner institutions may, but are not required to, use Joint IQAPs (which require the same approval process as IQAPs for individual institutions). Whether a Joint, and separately approved IQAP is used, or whether the separate institutions prefer to build their joint processes into their separate IQAPs, the following are the Quality Council's suggestions for inclusion in the IQAP related to both new program approval and cyclical program reviews:

1. The self-study brief clearly explains how input was received from faculty, staff and students at each partner institution. There will be a single self-study.
2. Selection of the reviewers involves participation by each partner institution.
3. Where applicable, selection of the “internal” reviewer requires joint input.
 - a. It could include one internal from both partners (this is impractical if there are multiple partners); and
 - b. It could give preference to an internal reviewer who is from another Joint program, preferably with the same partner institution
4. The site visit involves all partner institutions and preferably at all sites (with exceptions noted in footnote). Reviewers consult faculty, staff, and students at each partner institution, preferably in person.
5. Feedback on the reviewers’ report is solicited from participating units at each partner institution, including the Deans.
6. Preparation of a Final Assessment Report and Implementation Plan requires input from each partner.
7. There is one single Final Assessment Report and Implementation Plan which go through the appropriate governance processes at each partner institution.

¹ For all inter-institutional programs in which all partners are institutions within Ontario, the Quality Council’s standard New Program Approval and Cyclical Program Review Processes will apply to all elements of programs regardless of which partner offers them, including Ontario Colleges of Applied Arts and Technology and Institutes of Technology and Advanced Learning. For joint and collaborative programs in which some partners are institutions outside Ontario, the elements of the programs contributed by the out-of-province partner will be subject to the quality assurance processes in their respective jurisdictions. The Quality Council will maintain a directory of bodies whose post-secondary assurance processes are recognized and accepted as being comparable to our own. In cases where such recognition is not available, the Quality Council will determine, on a case-by-case basis, the appropriate action to be taken on quality assurance if the collaboration is to be permitted to proceed. (Source: *Quality Assurance Framework*, p. 6)

8. The Final Assessment Report and Implementation Plan are posted on the university website of each partner.

9. Partner institutions agree on an appropriate monitoring process for the Implementation Plan.

10. The Final Assessment Plan and Implementation Plan should be submitted to the Quality Council by all partners.

7.8. Appendix I: Scope of Programs Offered at OCAD University

1. Joint or other collaborative programs with community colleges and ITALs, etc.

Advance Standing Agreements:

- a) **Durham College** (Foundations in Art & Design Program –FAD)
- b) **Yukon School of Visual Art** (formerly KIAC SOVA)
- c) **Sheridan College Institute of Technology and Advanced Learning** (Art Fundamentals Certificate Program)
- d) **Fleming College** (Visual and Creative Arts Diploma - VCAD)

Degree Completion Agreements:

- e) **Georgian College** (Fine Art – Advanced Diploma Program) *New in 2011*

A: STUDENT POLICIES

Academic Policies

The following is a list of the major academic policies at OCAD University. Each policy is linked to a PDF document. Students should become familiar with each of them to ensure their understanding of related procedures and guidelines. University policies and procedures are subject to change and are not tied to a specific academic year, unless otherwise noted.

For example, commonly requested procedures for the following are included here:

- The petition process, whereby students seek relief from particular rules or regulations
- Grade appeals, whereby students request that a final grade be changed
- The policy on academic standing

Academic Standards Committee – 1000 Series

- 1001: [Pan-Canadian Protocol on the Transferability of University Credits](#)
- 1002: [Repeat Courses](#) (Undergraduate)
- 1003: [Second Credential](#)
- 1004: [Academic Standing](#) (Undergraduate)
- 1005: [Graduation Requirements](#) (Undergraduate)
- 1006: [Prior Learning Assessment](#) (Undergraduate)
- 1007: [Grade Distribution](#) (Undergraduate)
- 1008: [Dean's Honour List](#) (Undergraduate)
- 1009: [Graduation with Distinction](#) (Undergraduate)
- 1010: [Attendance Policy](#) (Undergraduate)
- 1012: [Special Studies](#) (Undergraduate)
- 1013: [Graduation Approval Process](#) (Undergraduate)
- 1014: [Academic Misconduct Policy](#) (Undergraduate)
- 1016: [Postgraduate Certificate Programs](#)
- 1017: [Academic Considerations for Religious Observances](#)
- 1018: [Student Petitions](#)
- 1019: [Examinations](#)
- 1020: [Letter of Permission](#)
- 1021: [Grading](#)
- 1022: [Grade Appeals](#)
- 1023: [Undergraduate Student Mobility/Exchange Program](#)

- 1024: [Transfer from Diploma to Degree Program](#)
- 1029: [Academic Progression - First Year](#)
- 1030: [Academic Progression - Undergraduate](#)
- 1031: [Reinstatement](#)
- 1032: [Posthumous Degrees](#)
- 1033: [Graduation with Honours, Associate of the Ontario College of Art & Design Diploma](#)

Enrolment Retention and Recruitment Committee – 2000 Series

- 2001: [Special Students](#)
- 2002: [Auditing Courses](#)

Academic Policy and Planning Committee – 3000 Series

- 3001: [Independent Study Abroad \(Undergraduate Students\)](#)
- 3002: [Student Academic Appeals](#)

Curriculum Committee – 4000 Series

- 4001: [Minors](#)

Pandemic/Emergency Planning – 5000 series

- 5000: [Pandemic Student Attendance Policy](#)

**LIBRARY RESOURCES TO SUPPORT THE NEW BA DEGREE PROGRAM AT
OCAD UNIVERSITY**

**REPORT COMPLETED BY JILL PATRICK, MLS, DIRECTOR OF LIBRARY
SERVICES, DANIEL PAYNE, MLS, HEAD OF REFERENCE, INFORMATION &
ACCESS SERVICES AND ROBERT FABBRO, MLS, REFERENCE & ACCESS
SERVICES LIBRARIAN**

~~AUGUST 3, 2010~~ UPDATED NOVEMBER 6, 2012

INTRODUCTION

The proposed BA Program at OCAD University will be well served by a highly specialized physical library and an ever-expanding virtual library providing access to digital information in all formats. Collections are developed in consultation with faculty to address curricular needs, to enable teaching, and to enhance the undergraduate learning experience.

Library holdings include titles on current Reading Lists plus an extensive variety of supplementary materials to focus or expand learning in related subject areas. The Library exists also to inspire students and to nurture their curiosity and creativity.

Following is a description of **General Collections** and **Core Collections** as well as the **Access Services, Instructional Services, Creative Space,** and **Partnerships** that will directly support and benefit the new BA Program.

Also provided is the **Annual Library Collection Budget**, including the costs to maintain general and core collections in support of the new BA Program.

OCAD U / AGO LIBRARIES AFFILIATION AGREEMENT

In December 2009, the Dorothy H. Hoover Library & Archives of OCAD U Library entered into an Affiliation Agreement with the Edward P. Taylor Research Library & Archives of the Art Gallery of Ontario. The designated client groups are: AGO library, archives, conservation, education and curatorial staff and OCAD U library, archives and academic staff, graduate faculty, graduate students and undergraduate students enrolled in the BA in Visual and Critical Studies.

Both libraries provide access to on-site collections for respective library staff and client groups. The OCAD U client group has unprecedented access to the AGO Library (an access not extended to UofT, York or Ryerson students). AGO has guaranteed minimum access Monday to Friday from 9am to 5pm -- even when the library is closed to the public (the current public hours are: Mon-Tues closed; Wed 1-8pm; Thurs-Fri 1-4:45pm). The AGO has also agreed to make carrel space and holding shelves available to graduate students in Criticism & Curatorial Practice. Scanners and photocopiers enable students to collect research materials for their work.

Both libraries have established Policies & Procedures that enable interlibrary loans and reserves between both libraries. This is noteworthy because the AGO does not normally participate in interlibrary loan arrangements.

COLLECTIONS

PRINT MONOGRAPHS

The Dorothy H. Hoover Library of OCAD University has 100,000 volumes of print materials. The E.P. Taylor Research Library of the AGO has over 200,000 volumes. Both libraries utilize the Horizon system for acquisitions and cataloguing. We are currently developing a union catalogue to facilitate search and retrieval of titles from our respective collections.

Library staff communicate and collaborate on acquisition decisions. The OCAD U Director of Library Services and the AGO Chief Librarian are drafting a shared Collection Development Policy that will avoid duplication and ensure that acquisitions funds are spent wisely by both institutions. This will result in an even stronger shared collection.

Taken together, the OCAD U Library and AGO Library holdings represent a rich and deep resource for students in OCAD's BA program. Following is a description of our strengths.

OCAD University

The OCAD U print monograph collection has greatest depth in Visual Arts (N), Architecture (NA), Sculpture (NB), Drawing, Design & Illustration (NC), Painting (ND), Print Media (NE), Artistic Photography (NH), and Decorative Arts (NK). Within Technology (T), the collection is strong in Photography (TR), Manufactures (TS) and Arts/Crafts/Handicrafts (TT). Within Library Science (Z), the collection is strong in Book Industries and Trade (Type/Typography). An extensive collection of art and design exhibition catalogues— housed within a special vertical file collection (VF) and scattered throughout the N-NK classifications—offer more than 15,000 original documentary records of curatorial practice, including artists' statements and critical essays. Within the Visual Arts (N), the collections are deepest in the areas of Theory, Philosophy, and Aesthetics; Exhibitions; History of Art; and Design Theory/Principles and Art Criticism. Unique monograph titles are collected to meet the rigorous information needs of creative researchers. Included in this collection are an authoritative assortment of catalogues raisonné for internationally recognized artists, sculptors, and architects from all time periods and world cultures; as well as biennial and triennial catalogues from major international art and design exhibitions such as Art Basel, Documenta, Manifesta, Venice Biennale, and the Whitney Biennial. Note: OCAD U has recently ordered the new Istanbul Design Biennial which, after consultation, was considered outside the scope of the AGO collection.

AGO

The E.P. Taylor Library & Archives general collections reflect the permanent collection and the public programs of the Art Gallery of Ontario. There are over 200,000 volumes for general art

information and in-depth research in the history of art, covering western art in all media from the late medieval period on, Canadian First Nations and Inuit art, and African and Oceanic art.

RARE & SPECIAL PRINT COLLECTIONS

OCAD U

Rare Books: Historic publications useful to specialized art and design research are housed in the Library's Rare Book Collection. Comprised of almost 500 titles, this collection includes historic, limited edition and otherwise valuable publications from the 12th century onwards. A compilation of leaves from Medieval Western and Eastern European manuscripts, examples of Middle Eastern and Tibetan calligraphy, a William Morris Kelmscott Press publication, among others are examples of the rich materials included in this collection.

Bookworks: The library's Bookworks collection offers another research resource that profiles noteworthy examples of artists' books produced in Canada and internationally.

Zines: OCAD U Library has one of the largest collections of zines in Ontario. The collection profiles independent publishing within political and other subculture communities. These highly ephemeral publications—produced using a range of printing mediums from serigraphy to photocopying—profile unique voices that are rarely represented in traditional library collections.

AGO

Rare Books: The AGO's rare book collection includes the following significant concentrations: Art historical source books from the 17th century to the present; Artist-illustrated books from the late 15th through 21st century demonstrate the history of the art book; British Neoclassical folios of the 18th century; Catalogues raisonnés focused on artists represented in the AGO; British and Canadian illustrated books and magazines; Travel guides, particularly Baedekers, Murrays, and Blue Guides; French art sales catalogues from the late 18th century to the mid 20th century; Artists' books and multiples.

Auction Catalogues: over 55,000 sales and auction catalogues (late 18th c. to current)/

Documentation Files: 40,000 documentation files on Canadian art and artists, and international contemporary artists.

PRINT PERIODICALS

Under the Affiliation the OCAD U and AGO Libraries will develop a preservation strategy to ensure the retention of last print copies of important art and design journals.

OCAD U

The Library maintains subscriptions for almost 300 specialized print periodicals, many of which are not accessible electronically; the majority of these are international and multicultural

periodicals. A further 200 periodicals that have ceased publication are maintained, including some 30 titles designated as Rare Periodicals. A full run of *File Magazine* (from 1972 – 1989) produced by the artist collective General Idea is one example of the valuable primary resources included in this latter collection. Current subscriptions to approximately 30 art, design, and photography annuals are maintained to provide OCAD University researchers with access to information on critically recognized practitioners worldwide.

AGO

The Library has an extensive collection of Canadian, American and European art journals and newspapers.

ELECTRONIC RESOURCES

The OCAD U Library acquires electronic resources through a variety of means, including licensing through the Ontario Council of University Libraries (OCUL) consortia; multi-year agreements negotiated by the Canadian Research Knowledge Network (CRKN); or the Library Directors group of the Association of Independent Colleges of Art & Design. Remaining collections are licensed independently by the Library, often based on faculty or student requests. The Library is a partner in CRKN's Digital Content Initiative for the Social Sciences & Humanities (funded by CFI).

The combined e-collections provide access to a broad range of text and image-based mediums necessary for engaging with creative research in the current aesthetic environment.

E-BOOKS

Through Ebrary Licenses and OCUL Scholars Portal platforms, OCAD U Library provides access to more than 500,000 e-books.

Open Source: A variety of open-access materials, including Open Content Alliance and Ontario Theses are available on the Scholars Portal E-Book platform. The OCAD U Library and other OCUL libraries are contributing members of the *Internet Archive*, a consortium of academic institutions that recently posted its two millionth digitized, public domain e-book. Scanned books from the Dorothy H. Hoover Library collection can be accessed from http://www.archive.org/details/ontario_college_art_design

Licensed: The OCAD U Library also licenses e-book collections from a number of publishers including Cambridge University Press, Duke University Press, Gibson, Oxford University Press, Springer Monographs, and Taylor & Francis.

The OCAD University Library currently provides access to over 100,000 electronic books through the *ebrary* collection which includes an extensive collection of government documents, reports, and non-governmental organization publications from sources such as the Canada Council for the Arts, Council of Ontario Universities, David Suzuki Foundation, Greenpeace

Canada, and Statistics Canada. For archival primary documents, *InteLex Past Masters* offers over 120 key works of literature, philosophy and political sciences from Plato onwards. These e-books, all acquired through CRKN, more than double the publications available in the Library's monograph collection. In addition, the library licenses approximately 600 online reference encyclopedias that provide authoritative academic source material for the diverse topics taught at OCAD University. Included in this collection is *Oxford Art Online* (formerly *Grove Dictionary of Art*) widely recognized as the foremost foundational research tool for all subjects in art, design, and visual culture.

E-JOURNALS

Full-text journals are accessible from publisher's collections including ACM Digital Library, Cairn, Cambridge University Press, Érudit, IEEE Computer Society Magazines, Nature, Project Muse (Johns Hopkins University), Sage Journals Online, Swets ALPSP Learned Journals Collection, Wiley InterScience. An additional 40 aggregator databases offer a range of peer-reviewed and professional trade journals. The seminal collection for all aspects of art, design and visual culture research is *Art Full Text* which indexes more than 600 international art and design periodicals with full text access to over 400 titles. Finally, for access to historical primary documents, OCAD University researchers can search *Canada's Heritage* (articles from 1844) *JSTOR* (from 1776), *Periodicals Archive Online* (from 1665). An A-Z list of all licensed databases can be found at: www.ocad.ca/library/about_databases/databases_a_z.htm

E-MEDIA

Digital images, video and audio clips are found within aggregated multi-media e-collections, including *Alexander Street Press Theatre in Video*, *AP Multimedia Archive*, *Art Museum Image Gallery*, *ARTstor*, *Oxford Art Online*, and *Material ConneXion*. The latter is a highly specialized materials and processes database, which includes both images and text. For statistics, demographic data and international marketing information OCAD University researchers have access to *Global Marketing Information Database* and *<odesi>*, the latter of which is supported and maintained by OCUL's Scholar's Portal. Market research reports, country reports, SWOT analyses are accessible through aggregator databases *Business Source Complete* or *Canadian Business and Current Affairs*.

A&I DATABASES

In addition to the above, the Library licenses six of the foremost art and design abstracting and indexing databases available to academic researchers: *Art Bibliographies Modern*, *Art Index Retrospective*, *Avery Index to Architectural Periodicals*, *Bibliography of the History of Art*, *Design and Applied Arts Index*, and *Designinform*. Full text linking is available for selected titles using SFX URL resolving software. Articles not available through the OCAD University Library collection can be requested online through RACER interlibrary loans, which facilitates access to all major Canadian research libraries, as well as selected collections from U.S.A and Europe.

SLIDE AND DIGITAL IMAGE COLLECTION

Currently, OCAD University maintains one of the largest fine art and design slide/digital image collections in the country, with approximately 150,000 slides covering a broad historical and disciplinary range. An additional 110,000 slides have been recently acquired from the Art Gallery of Ontario. Approximately 76,000 digital images for instructional purposes have been created in-house, largely based on faculty requests. The collection is further augmented by millions of digital images within licensed products (see above). Plans for the next seven years include adding 8,000 to 10,000 new digital images annually in targeted areas as well as digitizing and archiving key areas of the existing slide collection. There are also plans to enhance Canadian content in partnership with *ARTstor*.

MEDIA COLLECTION

OCAD University's videotape and DVD collection is one of the largest instructional collections in Canada with more than 3,500 catalogued videotapes and DVDs, and an additional 500 internally produced archival videotapes. The main collection features video artworks by Canadian and international artists, original experimental work, documentaries, out-of-print titles, short and feature films. The DVD collection is expanded annually based largely on faculty requests. An archival videotape collection, managed by the Visual Resources department, contains unique and historically important documentation of lectures, oral histories, presentations, performances, installations, events, and other original productions at OCAD University. Given the unique materials included in this collection, fragile films and video tapes are being digitized so that a broader community of scholars may learn from these unique primary resources. Many of these media items are posted on the OCAD University image database available through MyCourses.

CORE COLLECTIONS

Core Collections: Art History

The Dorothy H. Hoover Library has an excellent print and electronic collection to support methodological research in the discipline of art history. For print materials, the library houses key works by art historians from the founding theorist Jacob Burckhardt through to contemporary writers, such as Nicolas Bourriaud, James Elkins or Nicholas Mirzoeff. Through active collection development practices—which includes keeping in close contact with liberal studies faculty to fill their requests for new book acquisitions—the library is committed to enhancing these materials. Sample searches of the library catalogue yield results to support the above description:

- Aesthetics (subject): 850 titles
- Art History (subject): 1,843 titles
- Baroque (subject): 107 titles
- Modernism, Aesthetics (Subject): 42 titles
- Visual Studies (Keyword): 136 titles

Core reference publications are well represented. Seminal research tools such as Emmanuel

Bénézit's Dictionary of Artists (2006); Saur's The Artists of the World: Bio-bibliographical Index by Profession (2003-03); The New Dictionary of the History of Ideas (2005); and Grove's Dictionary of Art (Oxford Art Online) offer seminal grounding in key aesthetic disciplines. Many earlier encyclopedia publications, from the nineteenth century and early twentieth are still included in the library catalogue; although in storage, they are still accessible by request. Compendiums such as McGraw Hill's "universal" Encyclopedia of World Art, published in 1959, offer an excellent primary document in how the methodologies of art history have radically changed to embrace new inter-disciplinary and multi-cultural approaches. The library is committed to maintaining an archive of core reference titles and art history survey texts to use for historiographical research purposes thus allowing OCAD U researchers to study the history of art history.

For materials in support of non-Western European aesthetic traditions, the library collection is significantly enriched by the AGO library collections. The OCAD U library collection includes the writings of Ananda Kentish Coomaraswamy and a recently rejuvenated collection in aboriginal visual culture material; contemporary post-colonial materials are being acquired to meet demand.

An active collection development policy for exhibition catalogues and biennial publications distinguishes the OCAD U Library as a unique research resource. Publications by major international galleries and art exhibitions are listed on "standing order" with a preeminent book distributor so that the library is assured of maintaining current and comprehensive publications from these institutions that promote, codify and disseminate aesthetic ideals. Almost exclusively unique to the OCAD U Library is the collection, cataloguing and circulation of ephemeral exhibition catalogues, pamphlets, exhibition flyers and publications by artist-run initiatives. Few academic libraries actively collect these materials, so this "vertical file" collection—now housing almost 156,000 items—offers a unique research opportunity for all creative researchers at OCAD U.

The library does not collect materials in support of art valuation or chronicling the art market, other than providing researchers with access to the database AskArt, which is one of the foremost tools for researching auction records. In this particular area, the AGO Library has an outstanding collection that supports both undergraduate and graduate work.

The OCAD U Library provides excellent access to academic, peer-reviewed periodical literature through an impressive array of e-journal publications and through an efficient inter-library loans system. Databases such as Art Full Text, Cambridge University Press, JSTOR, Periodicals Archive Online offer a rich depth of full text titles from core art history publishers. Given the archival nature of some of the latter electronic resources, OCAD U researchers have access to articles published from 1665 through to the present. The library licenses the core abstract and index databases available to art history researching, including Avery Index, Art retrospective, ArtBibliographies Modern, Bibliography of the History of Art (open source access), and is considering licensing the International Bibliography of Art. The library currently holds subscriptions to 300 print periodicals which is adequate for OCAD U researchers; however, any article from a periodical that is not included in the library's collection—in print or in electronic format—may be requested online through Racer/VDX. This requesting service offers access to

all major Canadian research libraries, and selected ones from the United States and Europe. With the recent implementation of the Ariel system component, articles may now be transmitted from lending institutions electronically. This document delivery system ensures that OCAD U researchers may gain access to specialized, rare, ephemeral or non-English language periodical literature.

Although image-based research in art history is challenging, OCAD U researchers are able to fill this need through searching a combination of database, accessing the library's collection of catalogue raisonne publications, and becoming facile in navigating the diverse array of monographs on Canadian and international artists. In order to successfully harvest the rich materials found in our library collection, OCAD U researchers are encouraged to fully explore the library's reference services librarians to ensure that all access points to both print and electronic resources are explored. Licensed access to electronic images, with richly descriptive cataloguing records, is provided through ArtStor (which can be cross-platform searched with JSTOR) and Art Museum Image Gallery (which may be searched in tandem with Art Full Text). OCAD U's Visual Resources department is also developing an in-house image collection that currently includes almost 77,000 images, making it one of the largest digital collections in Canada.

Core Collections: Design History

Although design history as a field of study is still quite new in academic research, the OCAD University Library has a growing collection of print and electronic resources pertinent to the study of design history and material culture. A subject search of the Library catalogue using "design history" as keywords will generate a list of close to 700 significant titles, including such relevant works as: David Raizman's, *History of Modern Design*, Philip Meggs', *A History of Graphic Design*, Kjetil Fallans, *Design History: Understanding Theory and Method*, and Grace Lee-Maffei and Rebecca Houze's, *The Design History Reader*. The collection also includes a number of prominent print journals including: *Journal of Design History*, *Journal of Design Research*, and *Material Culture Review*.

In addition to print resources, the Library subscribes to a number of academic electronic reference, periodical and book resources. Researchers can access such electronic reference sources as: *Oxford Art*, *Grove Encyclopedia of Decorative Arts and Design Profiles*. The Library subscribes to all the major database collections of design periodical material, including: *Design and Applied Arts Index (DAAI)*, *Art Full Text*, *Art Retrospective*, *Artbibliographies Modern*, *JSTOR*, and many more. The Library collections also include an expanding collection of electronic book resources. Subscription image databases accessible through the Library include: *ARTstor*, *Art Museum Image Gallery (AMIG)*, *Associated Press Multimedia Archive*, and *Oxford Art*.

Core Collections: Media and Digital Studies

The OCAD U Library is well prepared to offer support for research into topics in digital media through a good selection of key e-journal and e-book collections, although materials in the print collection could use further support.

Databases such as ACM Digital Library and IEEE Computer Society Magazines are among the foremost research tools for all topics in digital studies and the library is fortunate in having licensed access to these electronic resources. Additional collections, such as Academic Search Premier, Computer Database, Film & Television Literature Index, offer popular culture periodical literature that can provide support for research into media studies. For peer-reviewed literature, Cambridge University Press, Nature, Sage Full Text, Project Muse, Swets ALPSP Learned Journals and Wiley InterScience—although offering challenging material for undergraduate researchers—offer optimal information sources. The OCAD U Library provides access to almost 70,000 e-books through the ebrary library collection, which offers monograph publications and anthologies from major Canadian and international academic presses. Although the collection includes all subjects areas, topics in technology, material sciences, digital media, computer sciences, visual communication are well represented. It is noteworthy that technical guides for computer coding, software usage or web development are included and upgraded on a regular basis.

VISUAL RESOURCES

Visual Resources & Special Collections at OCAD University is comprised of analog and digital image/video/media collections and the University Archives. Visual Resources actively develops and promotes access to digital images and digital streaming video for instructional and research purposes.

Collections include the OCAD University slide collection, the Art Gallery of Ontario slide collection, the video archive and an ever developing digital image/video database of over 81,000 projection-quality digital images. The digital image database is available to faculty and students for research and instructional purposes on a closed campus network and through the learning management system Canvas.

ACCESS SERVICES

From the Library Webpage www.ocad.ca/library, all OCAD University students, staff, and faculty may access the library catalog, licensed and open source databases, AGen federated database search engine, Serials Solutions E-Journal Portal, Scholar's Portal products including RACER (InterLibrary Loan) and RefWorks (bibliographic citation manager). Numerous internally produced policy documents and research guides are posted to assist users in navigating the library web site. All OCAD University researchers with a valid ID card may sign out any circulating materials physically housed in the Library as well as access licensed electronic resources remotely, from their offices, homes, or studios.

INSTRUCTIONAL SERVICES

OCAD University librarians are partners with faculty in the teaching process. By providing materials and services to promote effective researching skills and advance independent learning, Reference and Instruction Librarians strive to create an “information literate” research community at OCAD University. Skills needed to achieve these goals include helping users to

recognize the complex nature of creative research and, in order to support this process, librarians encourage facility in the selection and use of appropriate search tools, identification of effective information retrieval techniques, evaluation of information sources, and if appropriate, knowledge of when to access resources outside the OCAD University Library's information portal. Beyond the Reference Desk, outreach services include library tours, orientations, instruction sessions, and in-class seminars and workshops designed to integrate information literacy into the curriculum. Faculty are invited to arrange seminars on general topics or ones targeting specific pedagogical goals, projects, assignments, or studio-based technical issues. Subjects covered may include database searching, research strategies, information literacy skills, thesis preparation, and others as arranged by consultation with a librarian. All OCAD University librarians are highly trained to meet the unique needs of creative researchers; in fact, two of the university's seven professional librarians have advanced Education degrees and teaching experience, in addition to a Masters degree in Library and Information Sciences. The Head of Information, Reference & Access Services also teaches a graduate level course in art librarianship through the Faculty of Information at the University of Toronto. Reference Interns (recent MLS/MIS grads) are also employed at the Reference Desk to enable the reference team to provide peer-to-peer assistance for OCAD University graduate and under graduate students.

CREATIVE SPACE

The Learning Zone is a supported hands-on, self-serve area for OCAD students; it is an experimental information-rich laboratory with extensive high-tech and low-tech options for students to access and responsibly utilize third-party content to create their own content, and to produce analog and digital materials. The purpose of the Learning Zone is to enrich the student learning experience, to provide them with meaningful extra-curricular programmatic content, current information and useful training opportunities. The space will provide faculty with an opportunity to experiment with alternate methods of teaching and learning and actualize new models appropriate to the New Ecology of Learning.

The Learning Zone is a highly creative environment where model and proximal learning occur at various points in the creative process. Faculty collaborations with the Learning Zone Librarian engaged students in assignments that utilized the facility as a case study, as an in-situ research environment and as a place to physically implement their ideas. Student engagement was also encouraged through the creation of opportunities to exhibit their work in the space by calling for proposals throughout the Academic year and through programmatic arrangements with Student Groups and Academic Support Units.

PARTNERSHIPS

The OCAD University Library is a full member of the Ontario Council of University Libraries (OCUL) and the Interfilm Group (an informal association of 20 Ontario universities with film and video collections).

OCAD University faculty, students, and staff may directly access or borrow by interlibrary loan print and media collections owned by other universities under the terms of the following Agreements:

1. Canadian University Reciprocal Borrowing Agreement: Effective May 1, 2002, Canadian university libraries have agreed to extend in-person borrowing privileges to students, faculty and staff from across the country. All that is required for borrowing is a valid university identification card or a valid participating regional consortia card.
2. Resource Sharing Agreements: Effective January 2, 2008. In the interest of developing Canadian resource sharing and promoting common standards, COPPUL, OCUL, CAUL-CBUA and CREPUQ agree to extend reciprocal interlibrary loan/document delivery privileges according to the terms outlined in this agreement.
3. Interfilm Resource Sharing Agreement: Supports access to materials and enables the interlibrary loan of resources. Staff members responsible for film and video meet twice a year to exchange information and share expertise. Interfilm maintains an extensive database of 50,000 media titles with public performance rights for classroom screenings.

The OCAD Library and the AGO Research Library have established an Affiliation Agreement with reciprocal access to collections. The AGO Research Library collections complement and augment the OCAD Library collections. Together they comprise an excellent resource for teaching and learning.

DETAILS OF ACCESS PRIVILEGES FOR STUDENTS REGISTERED IN OCAD U BA IN VISUAL & CRITICAL STUDIES

As per the above Agreements, students registered in OCAD U's BA in Visual & Critical Studies are entitled to direct borrowing privileges at most participating libraries, including York University Libraries and Ryerson Library, but excluding the University of Toronto which does not lend to undergraduates from other institutions. At Ryerson Library, no reference, periodical or reserve items may be borrowed. At York University Libraries materials from reserve collections, the Map Library, and the Sound and Moving Image Library cannot be borrowed. Due to database licensing agreements, external borrowers do not have remote access to e-resources. OCAD U Library licenses a vast array of digital content for the use of its faculty and students, including e-books and e-journals as noted above.

DETAILS OF INTERLIBRARY LOAN AND INTERFILM PRIVILEGES FOR STUDENTS REGISTERED IN OCAD U BA IN VISUAL & CRITICAL STUDIES

The Interlibrary Loan Service of all OCUL libraries is provided to all currently registered students, faculty and staff of each institution. There is no charge for materials borrowed via interlibrary loan from an OCUL member, including the University of Toronto. OCUL has developed a platform called RACER which handles patron-initiated ILL requests. The service also includes electronic document delivery of journal articles and book chapters.

University of Toronto, York University, and Ryerson University are all members of the Interfilm Group and their media holdings can be borrowed through the Interfilm Loans Service.

LIBRARY BUDGET

ANNUAL BUDGET FOR COLLECTIONS & RELATED EXPENDITURES 2011-12

	\$
Print Books (including Special Collections)	63,610
Licenses for E-Resources (including E-Books and E-Journals)	336,467
Subscriptions for Print Periodicals (including Memberships)	28,000
Binding of Print Materials (contract and in-house)	13,500
Digital Images (purchase and production)	10,000
Media	6,000
Systems Software	39,800
Systems Maintenance	20,000
Cataloguing Records	5,250
Total	522,627

Art Gallery of Ontario
Musée des beaux-arts de l'Ontario

Jill Patrick
 Director, Library Services
 OCAD University
 100 McCaul Street
 Toronto, ON M5T 1W1

December 4, 2012

To whom it may concern

The Edward P. Taylor Library & Archives of the Art Gallery of Ontario has entered into an Affiliation Agreement with the Dorothy H. Hoover Library & Archives at OCAD University (Project Charter – March 2008; Memorandum of Understanding – August 2008; Affiliation Agreement – December 2009).

In November 2012 the definition of “designated client groups” was revised to include undergraduate students enrolled in the OCAD U BA in Visual and Critical Studies.

The revised wording at Page 2 of the Affiliation Agreement now reads:

The designated client groups are limited to the following:

- *OCAD library, archives, and academic staff; graduate faculty, and graduate students, and undergraduate students enrolled in the BA in Visual and Critical Studies.*
- *AGO library, archives, conservation, education and curatorial staff.*

The Terms of Access (Page 4) remain the same:

Both libraries agree to provide access to on-site collections for respective library staff and client groups. AGO will commit to full weekday (Mon-Fri 9-5) access and make carrel space and holding shelves available for core OCAD client groups (eg. Graduate students registered in Criticism & Curatorial Practice Program). AGO will open its reading room to OCAD faculty for a private/quiet environment for research and curriculum preparation.

OCAD will permit core AGO client group to borrow circulating materials and access e-resources. Both libraries will establish Access Policies & Procedures for affiliated client groups and will create ILS patron records to enable transactions.

Both libraries will establish Policies & Procedures for affiliated client groups to enable interlibrary loans and reserves. OCAD will provide support for AGO clients using RACER.

The E.P. Taylor Library & Archives general collections reflect the permanent collection and the public programs of the Art Gallery of Ontario:

- Over 200,000 volumes for general art information and in-depth research in the history of art, covering western art in all media from the late medieval period on, Canadian First Nations and Inuit art, and African and Oceanic art
- Canadian, American and European art journals and newspapers
- Over 55,000 sales and auction catalogues (late 18th c. to current)
- Over 40,000 documentation files on Canadian art and artists, and international contemporary artists

Art Gallery of Ontario
Musée des beaux-arts de l'Ontario

- A new media learning zone for unfettered access to its multimedia, digital and microform collections

The AGO's Rare Books Collection includes a number of significant concentrations:

- Art historical source books from the 17th century to the present
- Artist-illustrated books from the late 15th through 21st c. demonstrate the history of the art book
- British Neoclassical folios of the 18th century
- Catalogues raisonnées focused on artists represented in the AGO
- British and Canadian illustrated books and magazines
- Travel guides, particularly Baedekers, Murrays, and Blue Guides
- French art sales catalogues from the late 18th century to the mid 20th century
- Artists' books and multiples



Yours sincerely,

A handwritten signature in blue ink, which appears to read 'K McKenzie', is written over a horizontal blue line.

Karen McKenzie
Chief Librarian
AGO – Art Gallery of Ontario
416-979-6660 Ext. 389
Karen.mckenzie@ago.net

OCAD University IT Services
December 6, 2012**Current State**

Information technology at OCAD University is in line with the standard for services provided across the Ontario post-secondary system including online registration and access to student information, student and faculty email, learning management systems, web services including blogging, wikis, collaboration software and web conferencing, wireless networks, smart classrooms, computer studios or commons, digital libraries, networked printing, storage and file transfer.

Areas of specialization and focus in IT support and services at OCAD U include mobile technologies and laptop programs, high end color print services, 3D rapid prototyping, digital image and video libraries, web interface design, robotics, electronics, sonic arts, digital video, photography, and holography.

There is a growing emphasis on faculty development to facilitate use of mobile and specialized technology in the studio and as a teaching tool through faculty access to laptops, dedicated facilities, training and specialized resources. Faculty and students have access to software tutorials through www.lynda.com. Lynda.com provides comprehensive and in-depth video tutorials for digital media software and techniques.

The University has an established Information & Communication Technology Governance (ICTG) framework and Steering Committee and an IT Project Management Office to enable project implementation, institutional planning and strategic prioritization for use of technology in support of research, academic programs and administrative requirements

Recent Accomplishments

In 2010 OCAD University conducted a comprehensive assessment of technological infrastructure to support institutional research and academic programs. As an outcome the University invested significantly in network infrastructure, both wired and wireless, to connect the expanding OCAD University campus including installation of optical fibre to build capacity for research and academic programs and external collaboration. Also as an outcome of the technology assessment a significant investment was made to expand data centre compute, storage and back up capacity by 300% through the successful completion of a data centre and infrastructure expansion project. The data centre project ensures N+1 redundancy for all critical mechanical and electrical components and capability for 99.749% availability for all services, a major milestone in the advancement of the technological infrastructure at OCAD University, providing a critical foundation in realizing strategic objectives over the coming years.

In fall, 2012 OCAD U replaced the institutional Learning Management System (LMS), moving from a home grown solution to Instructure's CANVAS platform. The new LMS provides integration with a range of collaborative tools including Google Apps for Education, which the University moved to for student email and calendaring in 2011, providing major enhancements and services for student communication and collaboration. The new LMS will be a key component of OCAD U's technological roadmap along with the plan to continue to integrate and implement relevant and appropriate cloud based services.

The CANVAS LMS was also implemented to support distance learning and blended learning models through collaboration with the OCAD U Centre for Innovation in Art & Design Education (CIADE) and the Library. Prioritized in the OCAD U strategic plan, thirty five courses are planned to be fully online by 2016 – 2017.

OCAD U's highly successful mobile computing program continues to expand, with 2,800 students participating in 2012/2013. The mobile computing program is expected to be adopted as a campus wide student computing model in support of the University's new Strategic Plan.

A student advising module and faculty grade book have been developed to help ensure student academic success and create efficiencies allowing more capacity for student focused support and services.

2012 – 2013 Priorities

In January, 2012 OCAD U's Enterprise Resource Planning (ERP) Steering Committee signed the project charter for Project Chroma, a multi-year project to replace the University's legacy student information system, finance and human resources systems. A solution selection process is underway with implementation anticipated to start in summer, 2013. This project will advance the level of service and access to information for students and faculty and modernize institutional workflows and reporting capabilities. Project Chroma also includes implementation of a new Identity and Access Management System (IAMS), a student, staff and faculty portal and an Electronic Records Management System (ERMS).

Prioritization of other IT initiatives in support of the OCAD U Strategic Plan will be undertaken with key projects developed to address new specializations, the Accessibility for Ontarians with Disabilities Act (AODA), ongoing investment in digital infrastructure, mobile technologies, digital libraries and technology enabled curriculum delivery and support.

Digital Media Research & Innovation Institute (DMRII)

As a result of \$9 million received from the Ministry of Research and Innovation, OCAD U has created the Digital Media Innovation Institute (DMRII). The DMRII is the research

and incubation component of OCAD U's overarching Digital Futures Initiative. The DMRII is in ongoing development, and features state of the art technology that is seamlessly integrated to enable cross-disciplinary research, outreach and commercialization activities within a highly collaborative context. The DMRII houses multiple integrated labs dedicated to investigation and research in areas such as advanced data visualization, motion capture, haptic technologies, mobile platforms, screen based technologies, immersive and ambient environments, sensor technologies and social media and collaborative systems.

The DMRII provides Ontario with a competitive capability in digital media that will bring together design, computer science, art and engineering. Its mandate will be to meet the need for a dynamic, sophisticated laboratory/incubator environment capable of leveraging the power of digital media to develop new solutions, products and business models for the fast-paced global digital market place.

Beyond 2012/2013

As OCADU continues to move towards a student ownership model for computing and software, resources will be focused on providing access to more specialized facilities and technologies including high end capture and output, interactive display technologies. Re-purposing or upgrading of existing facilities will be ongoing as basic technologies change, relying on a more compact form factor for communication and personal computing with an emphasis on mobility and integration of service delivery through hand held devices. Topics related to discreet computing, such as wearable technologies and responsive environments, will continue to be developed. Responsive capture technologies for input, prototyping and 3D print facilities will be integrated with fabrication or analog studios. High definition production and post-production facilities for gaming, digital video, animation, and audio (with an emphasis on broadcast or real time collaboration over high-speed networks) will complement student off line mobile production or performance. An increased emphasis on web development, content creation and delivery on a range of platforms and virtual environments to facilitate learning, collaboration, and leadership in the global art and design community will be essential.

Emphasis on collaboration with partners in the public and private sector will be critical for both academic programs and research; technology will serve as the facilitator or catalyst for these collaborations.

The planned growth of facilities for dedicated research and graduate studies will provide an opportunity to design an environment that fully integrates technology as a ubiquitous facilitator for studies in art and design, research and collaboration. As the entire University community integrates personal computing devices throughout the campus in a wide range of studio, classroom, lecture and virtual and physical learning and social spaces OCAD U will function as a living laboratory for advanced application development, inclusive interface and interaction design and serve as a model and incubator for the creative and real world adoption of technology in the 21st century.

TENURE AND PROMOTION AT OCAD: GUIDELINES AND CHECKLIST FOR CANDIDATES

Candidates for Tenure and/or Promotion of Rank should meet with their Dean prior to submitting the application.

While applications for Tenure and for Promotion often go hand in hand, the decisions are actually separate and based on slightly different criteria. Tenure is concerned with the scholar's "right to pursue and communicate knowledge and express opinions in an atmosphere free of reprisal." Tenure is also predicated on the promise of substantial contribution to one's academic field. Promotion is concerned with the quality of the candidate's achievements in the areas of teaching, research/practice, and service. Normally the focus of promotion decisions is the candidate's productivity/achievement since a) taking up a tenure-track position at OCAD or b) the previous promotion of rank at OCAD.

The process for applying for Tenure and/or Promotion of Rank is as follows:

1) No later than October 1st of the Probationary candidate's fifth year with OCAD, candidates must file with their Dean a minimum of four (4)* copies (or an easily accessible online dossier) of the following:

- a. Cover letter to Peer Review Committee summarizing how s/he meets the criteria for Tenure and/or Promotion and outlining the full contents of the dossier;
- b. Application for Tenure form
- c. Updated *curriculum vitae* (provide two: one in OCAD format and one in OCGS format)
- d. Statement of Research, identifying areas of research (academic and/or applied), rationale for research completed and in progress, and vision for the next 3 – 5 years.
- e. Statement of Teaching Philosophy
- f. Dossier of teaching and research/practice examples, such as
 - i. Course outlines/syllabi
 - ii. Course evaluations (if possible)
 - iii. Original creative work (slides or electronic copies)

* One copy to be shared by Peer Review Committee members and three modified copies for the External Reviewers; in some instances this number will be greater, cf. #7.

- iv. Curatorial essays about or reviews of candidate's original work
 - v. Publications (hard copies, if not included in online dossier)
 - vi. Drafts of submitted articles, chapters, or books (if not in online dossier)
 - vii. Research grant applications
- g. List of proposed External Reviewers: a minimum of three reviewers or, if multiple areas of specialization, a minimum of two reviewers per area are required to proceed with the Peer Review:
- i. Include name, contact information, brief description of expertise and relationship (must not have collaborated in past five years; must not have been mentor or supervisor, e.g., Dean, Assistant Dean, or Principal Supervisor); it is suggested that candidates provide 6 – 8 names.
 - ii. Candidates will review this list with the Chair of the Peer Review Committee and prioritize the final list that will also include suggestions from the committee.
 - iii. The majority of External Reviewers must have formal affiliation with a university or art & design school.
- h. Candidates may not solicit additional letters of recommendation to be included in their Tenure/Promotion dossier.

2) Once the full dossier has been received by the Dean's Office, the Dean shall convene the Peer Review Committee as outlined in the MOA, Article xx, xx. At the first meeting of the Peer Review Committee, the Dean shall review the responsibilities of the committee members, the pertinent sections of the MOA, including Appendix B: OCAD Criteria for Placement and Promotion of Rank, the materials submitted by the candidate, as well as solicit comments and additions to the list of External Reviewers. A proposed timeline for approaching External Reviewers, for all members to thoroughly read and review the candidate's full dossier, and for reconvening the committee following receipt of the reports from External Reviewers will be agreed on.

3) Once the list of External Reviewers has been prioritized by the Peer Review Committee and discussed with the candidate, the Dean shall contact the first three individuals and continue down the list until the required number has agreed. If necessary, the Dean shall request additional names from the committee and the candidate. Although the specific questions posed to the External Reviewers will vary according to the unique situation of each candidate, all External Reviewers will be asked to comment on the following:

- a. The quantity, scope, quality, and influence of the candidate's professional practice and/or research;
- b. How and to what extent his/her academic and creative work intersect and complement one another; and

- c. Whether they think his/her body of work is sufficient for a positive tenure decision at OCAD (based on attached App. B of *Memorandum of Agreement*, “Criteria for Placement and Promotion of Academic Rank”) and also whether they believe it would suffice for a positive tenure decision at their own institutions.
 - d. External Reviews will **not** be asked to comment on the candidate’s teaching and service records (although the Statement of Teaching Philosophy will be included in the modified dossier forwarded to Reviewers).
- 4) The responsibilities of members of the Peer Review Committee are as follows:
- a. To maintain absolute confidentiality with regard to all proceedings of the Peer Review Committee, including the reports from the External Reviewers;
 - b. To read, review, and carefully consider all materials submitted by the candidate;
 - c. To arrive at a decision based only the materials submitted, the criteria outlined in Appendix B, and the expectations of faculty articulated in the MOA; and
 - d. To inform the candidate of the decision regarding their application normally no later than June 1.
 - e. To provide ongoing input into the evolution of the Tenure and Promotion process at OCAD.

APPENDIX XXVIII

January 11, 2013

FACULTY OF LIBERAL ARTS & SCIENCES / SCHOOL OF INTERDISCIPLINARY STUDIES HONOURS BA SPACE NEEDS 2013-2017

CLASSROOM ASSUMPTIONS

LAS and BUS Courses

100-level courses:

- LBST 1B04, 1B05: 4 x large lecture (300+) and tutorials of 30 each semester
- LBST 1B06: cap 150
- LBST 1B11,1B13: cap 35
- LBST 1B12 (ESL): cap 20
- LBST 1B14: cap 150
- LBST 1C01/1C02: large lecture up to 150, seminars of 30, peer groups of 10

200-level courses:

- ENGL 2B10: cap 65
- All others - min 65 – 300 (max auditorium size)

300-level courses:

- VISC 3B29 and others - cap 45

400-level courses:

- Honours Seminar cap 15
- All others - cap 30

Studios and Studio/Seminars

100-level courses:

- Cap 28

200-level courses:

- Cap 25

300-level courses:

- Cap 25

The dedicated courses listed below in bold must run each year for Honours BA students who will constitute the sole (or in some cases, the majority) of class registrants; starting in 2013/14 even fractions of a class are counted as a full class.

It is assumed that enrolment in all other program requirements will be dispersed across a number of course options at each year-level; these numbers are accounted for in the annual institutional FTE projections and included in fractional amounts below.

	2013/14	2014/15	2015/16	2016/17	2017/18
Enrolment Projections	1 st Year 0 2 nd Year 10 3 rd Year 0 <u>4th Year 0</u> 10	1 st Year 30 2 nd Year 25 3 rd Year 10 <u>4th Year 0</u> 65	1 st Year 60 2 nd Year 52 3 rd Year 23 <u>4th Year 10</u> 145	1 st Year 90 2 nd Year 79 3 rd Year 47 <u>4th Year 21</u> 237	1 st Year 120 2 nd Year 106 3 rd Year 71 <u>4th Year 42</u> 339
Dedicated Classes	ENGL 2B10	LBST 1B06 LBST 1B14 LBST 1C01/02 ENGL 2B10 VISC 3B29	LBST 1B06 LBST 1B14 LBST 1C01/02 ENGL 2B10 VISC 3B29 VISC 4C01/02	LBST 1B06 LBST 1B14 LBST 1C01/02 ENGL 2B10 VISC 3B29 VISC 4C01/02	LBST 1B06 LBST 1B14 LBST 1C01/02 ENGL 2B10 VISC 3B29 VISC 4C01/02
Shared and Elective Classes: LAS	7 x .15 = 1.05	2 X 0.10 = 0.20 2 X 1hr = 0.67 4 x 0.20 = 0.80 3 x 0.38 = 1.15 7 x 0.22 = 1.54	2 x 0.20 = 0.40 4 x 1hr = 1.3 4 x 0.35 = 1.4 3 x 0.8 = 2.4 7 x 0.51 = 3.57 4 x .33 = 1.32	2 x 0.30 = 0.60 6 x 1 hr = 2.0 4 x .53 = 2.12 3 x 1.2 = 3.6 7 x 1 = 7.0 4 x .7 = 2.8	2 x 2.40 = .80 8 x 1 hr = 2.67 4 x .71 = 2.84 3 x 1.63 = 4.89 7 x 1.58 = 11 4 x 1.4 = 5.6
Studio (assumes 2 per year)	2 x .40 = .80	2 x 1.07 = 2.14 2 x 1.0 = 2 2 x 0.4 = 0.8	4 x 1.07 = 4.28 4 x 1.0 = 4.0 2 x 0.92 = 1.84 2 x 0.4 = 0.80	6 x 1.07 = 6.42 6 x 1.0 = 2.0 2 x 1.88 = 3.76 2 x .84 = 1.68	8 x 1.07 = 8.56 7 x 1 = 7.0 2 x 2.84 = 5.68 2 x 1.68 = 3.36
Classroom size					
170-300		0.20	0.40	0.60	0.80
71-169		0.80	1.4	3 +2.12	3 +2.84
51-70	0.15 +1.05	1 +1.15	4 +2.4	2 +3.6	2 +4.89
36-50		1 +1.54	1 +3.57	1 +7.0	2 +11.0
31-35		4	2 x 2hrs +1.32	3 x 2hrs +2.8	4 x 2hrs +5.6
21-30 (Sem/Studio-Sem) (Studio)	0.80	2x 1hr = 0.67 + St 4.94	4 x 1hr = 1.3 + St 10.92	6 x 1 hr = 2 + St 17.86	8 x 1hr = 2.67 + St 24.6
1-20 (Sem/Studio-Sem)		3 x 1 hr = 1	6 x 1hr = 2 + 2 = 4	9 x 1hr = 3 + 4 = 7	12 x 1hr = 4 + 6 = 10
Total 3-hr Slots/ Term					
Dedicated	0.15	7	11	16	21
Shared/Distributed	<u>1.85</u>	<u>9.3</u>	<u>21.31</u>	<u>35.98</u>	<u>52.4</u>
TOTAL	2.0	16.3	32.31	51.98	73.4

FACULTY OF ARTS & SCIENCES AND INTERDISCIPLINARY STUDIES OFFICE

The office is already cramped. By 2015/16, with 150 program students and a growing number of minors plus breadth course requirements, the general office and student waiting areas will need to be enlarged. An additional secretary's desk will need to be accommodated adjacent to the waiting area. We will also need an office for a Budget Clerk.

STUDENT SPACE

By 2015/16 the BA in Visual & Critical Studies program will have in the neighbourhood of 150 students and require a dedicated student lounge / meeting space, which should be located adjacent to the FoLAS Office.

LIBRARY/ STUDY SPACE

Additional space in the Library or Learning Commons will be needed to accommodate 350 to 450 BA students over the next five to seven years (2017/18 – 2019/20).

FACULTY OFFICES

2013/14	2 new LAS offices (incl office for new Chair) plus 2 new DFI offices
2014/15	4 new LAS offices
2015/16	4 new LAS offices
2016/17	4 new LAS offices

LIBERAL ARTS & SCIENCES FACULTY MEETING SPACE AND LOUNGE

A meeting room to accommodate 15-20 and a lounge for casual meetings/interactions are also needed for LAS faculty.

OCAD UNIVERSITY SPACE PLANS 2011-2016 (March 2011, Updated January 2013)

In addition to a planned major capital campaign and submission of four potential building plans to the provincial government's call for capital plans from the post-secondary sector, OCAD University is undertaking the following measures to ensure sufficient classroom, student/social, and faculty office space to accommodate new programs and other projected enrolment growth over the next five years:

1. Current Building/Room Inventory: Optimization of scheduling of classrooms (see attached memo from Associate Registrar Phillip Edghill), Monday – Friday, 8:30 am – 9:30 pm, to ca. 80% utilization. (Classroom utilization chart has been updated as at Fall 2012.)
2. New Tenanted Buildings at 205, 230, 240 Richmond Street: As tenants' leases expire and/or tenants move out, renovate to meet classroom and/or office space demands. Confirmed available space (with other space likely to come available over same period) to be renovated for use effective:
 - a. September 2011: 1984 sf, gr floor at 230 Richmond (earmarked for student learning zone / faculty pd centre) => This was redeveloped as the new location of the OCAD U Gallery Onsite, opened Fall 2011, freeing up classroom and faculty office space at 100 McCaul.
 - b. September 2012: 4573 sf at 205 Richmond => This was done, creating two additional classrooms and faculty office space.
 - c. September 2013: 2 x 1300 sf at 205 Richmond => 1800 sf will be available at 205 Richmond for September 2013.
 - d. September 2014 or 2015: 120,000 sf at 230-240 Richmond => This will happen in 2015 unless a wholesale redevelopment of the two buildings is undertaken.
3. Rental of Auditorium Space:
 - a. As required beginning 2013/14, rental funding has been budgeted for one-two 300-seat auditoriums at locations from 2-minute to 10-minute walk from 100 McCaul:
 - i. ~~Jackman Hall, AGO~~
 - ii. Auditorium, Michener Institute, St. Patrick Street => At this point only the Michener Institute is under active consideration for both auditorium and classroom rental; we are exploring the opportunity of renting three additional 70-seat classrooms for Fall 2013.
 - iii. ~~Scotiabank Cineplex, Richmond and Peter St.~~
 - iv. ~~Bell Lightbox (15 minute walk)~~
4. Acquisition of Space in the Grange:
Acquisition of 2000 sf of additional space in the Grange Condominium Building at 113 McCaul will allow for the redevelopment of space for academic purposes in 100 McCaul (laptop program support will likely move to the Grange and possibly the bookstore).
5. The Mirvish/Gehry Highrise Development on King Street West:
A new **25,000-square** foot facility for OCAD University is part of a transformative King Street development plan proposal by David Mirvish, founder of Mirvish Productions, and world-

renowned architect Frank Gehry.

The plan, announced in Toronto on October 1, 2012, adds new cultural, residential and retail spaces to a site immediately west of the Royal Alexandra Theatre and creates a new visual identity and significant capacity to the city's premier cultural district. This is a long-term, multi-phase project, and the proposed facility for OCAD University is part of the phase one development at the northeast corner of Duncan and King Streets. The proposal calls for three towers to be constructed on the north side of King Street on property owned by the Mirvishes.

The OCAD University Public Learning Centre for Visual Art, Curatorial Studies and Art History will enhance collaboration between the university's Faculty of Art and the Faculty of Liberal Arts & Sciences and School of Interdisciplinary Studies.

This Centre will house:

- Exhibition and Visual Research Centre
- Art History, Curatorial and Critical Studies Centre
- Publication and Printmaking Research and Production Centre
- Continuing studies for the community.

Included are a lecture hall suitable for public lectures and student use; proper storage and public access to the university's archives; seminar rooms and studios related to fabrication, publications and printmaking; and gallery space to showcase the university's permanent collection and the work of the university's faculty members.

This capital project is being negotiated with David Mirvish under the provisions of Section 37 of the *Planning Act*, which permits the City of Toronto to authorize increases in permitted height and/or density through the zoning bylaw in return for community benefits, provided that there are related official plan policies in place. University facilities and public galleries are considered community benefits and OCAD University will receive the 25,000-square-foot space under these provisions.

This is clearly a long-term project that could mean significant new space for OCAD University and specifically the Hon BA in Visual and Critical Studies, as well as the MA in Art, Design and Media Art Histories.

6. Summer Programming:

- a. In 2009/10, OCAD University adjusted its academic calendar to accommodate three 12-week terms. There is considerable opportunity to increase utilization of campus buildings during the summer term. Planning is underway to build summer schedules in concert with the development of co-op programs and other internship/experiential learning opportunities that would take students off-site in the fall and/or winter terms. => This remains under active consideration; currently 60% of summer programming is Faculty of Liberal Arts & Sciences.
- b. Special summer institutes and summer-intensive graduate programs are also in the works. => Both the Faculty of Art and Faculty of Design are planning summer institutes. The Digital Futures graduate program has offered a summer intensive since Summer 2011.

7. Saturday Classes:

- a. OCAD buildings are currently open on Saturdays, 9 am – 6 pm, and Sundays, 12 noon to midnight. Scheduling of Saturday classes is a very real option.

8. E-Learning:

OCAD University has launched a new Centre for Innovation in Art & Design Education, hired a new Director, and developed a plan for teaching and learning supports that include the creation of an e-learning development group. => In 2012/13 CIADE also hired a Manager of Faculty Development and an Educational Developer. During the course of the 2011/12 academic year, CIADE plans to support the development and implementation of a pilot online course and the necessary policies and guidelines for this new mode of course delivery. => This pilot included VISD 2B39 History of Graphic Design for the development of online elements. By 2012/13 there should be at least three online courses available, which in multi-section delivery could have a significant impact on space requirements by 2014 or 2015 (i.e., may mitigate the need for the rental of auditorium space). => Although fully online courses have not yet been implemented, four major FoLAS courses (LBST 1B04 and 1B05, VISD 2B38 and VISD 2B39) are slated for redevelopment between January and December 2013 for both hybrid and fully online course delivery – to be piloted on a limited scale in 2013/14 and fully implemented by 2014/15.

We believe that collectively these measures/initiatives will more than accommodate the space requirements of projected enrolment growth and new programs over the next five - ten years.

Fall Term 2012 Category 1 Room List

Term	Room	Cap	Room Type	Utilization By Room Type	
				2012	
F	100-190	280	AUD	37.70%	
F	100-230	180	AUD		
F	100-240	70	LEC	60.90%	
F	100-544	60	LEC		
F	100-558	45	LEC		
F	113-1516	50	LEC		
F	205-7401	70	LEC		
F	100-161	25	SS		71.60%
F	100-166	25	SS		
F	100-258	30	SS		
F	100-264	25	SS		
F	100-415	25	SS		
F	100-542	25	SS		
F	100-543	25	SS		
F	100-550	30	SS		
F	100-554	30	SS		
F	100-556	25	SS		
F	100-605	55	SS		
F	100-642	25	SS		
F	100-650	25	SS		
F	100-652	25	SS		
F	100-654	25	SS		
F	100-656	25	SS		
F	100-667	25	SS		
F	100-668	25	SS		
F	100-669	25	SS		
F	113-1325	28	SS		
F	113-1330	28	SS		
F	113-1425	28	SS		
F	113-1525	50	SS		
F	205-7301	30	SS		
F	205-7310	30	SS		
F	205-7415	45	SS		
F	205-7511	25	SS		
F	205-7514	20	SS		
F	100-600	30	TUT	61.50%	

Classrooms By Type

Auditorium	2
Lecture	5
Studio Seminar	28
Tutorial	1

Total Rooms 36

While there are some changes to the room numbers the total number of rooms available remain unchanged at 36. At present I do not anticipate that there will be any serious issues scheduling the LBST courses for next year as we have not reached to desired (and achievable) 75% target for overall room utilization. My only concern is that the number of tutorials may increase and given the delivery requirements for the first year courses, we may need another tutorial room to be able to spread them out over the entire week as we would like. In the last few years we have made progress in our optimization of space in general (mainly because of the removal of 4 hr courses in Design) and this is reflected in higher utilization rates in all spaces except in the Auditoriums.

I also understand from discussion with Peter Lashko that some consideration is being given to possibly moving some LBST courses from 100 McCaul to space in the Michener building; assuming that the space available is similar to what we have now I do not think this will impact course scheduling however I simply don't know enough at this point to comment any further.