UNIVERSITÉ Concordia UNIVERSITY

FACULTY OF FINE ARTS

TO: Members, Fine Arts Faculty Council

FROM: Helen Athanassiadis, Secretary, Fine Arts Faculty Council

DATE: March 10, 2016

Please be advised that the next meeting of Fine Arts Faculty Council will be held on **Friday,**
1. **March 17, 2016 at 9:30 a.m.** in EV 2-776.

AGENDA

2. Call to Order
3. Approval of the Agenda
4. Approval of the Minutes of the Meeting of February 17, 2016
5. Business arising from the Minutes
6. Presentation: HRIS/FIS Roadshow (10:00 a.m.)

    Carolina Willsher, Associate Vice-President, Human Resources and Lyne Bouret, Interim Controller, Financial Services
7. Presentation: Center for Teaching & Learning (10:45 a.m.)

    Robert Cassidy, Director, Centre for Teaching and Learning
8. Chair's Remarks
9. Question Period
10. Academic Affairs

    10.1. Curriculum Changes for the Department of Art Education (Dossier: ARTE-19) (FFAC-2017-03-D2)

    10.2. Curriculum Changes for the Department of Design and Computation Arts (Dossier: DART-15) (FFAC-2017-03-D3)

    10.3. Curriculum Changes for the Department of Design and Computation Arts (Dossier: DART-16) (FFAC-2017-03-D7)

    10.4. Curriculum Changes for the Department of Design and Computation Arts (Dossier: DART-17) (FFAC-2017-03-D8)

    10.5. Report of the Associate Dean, Academic Affairs (FFAC-2017-03-D4)*
11. Planning and Academic Facilities

    11.1. Report of the Associate Dean, Planning and Academic Facilities (FFAC-2017-03-D5)
12. Research

    12.1. Report of the Associate Dean, Research (FFAC-2017-03-D6)*
13. Committee Reports

    13.1. Board of Governors Report – D. Cross*

FACULTY OF FINE ARTS

14. Other business
15. Next Meeting – April 13, 2016
16. Adjournment

      * These documents will be distributed at the meeting.

Concordia University
Minutes of the Meeting of the Faculty of Fine Arts Council
February 17, 2017
9:30 a.m. – 12:00 p.m.
EV2.776

Present: R. Duclos (Chair), A. Aghdam, H. Athanassiadis, K. Austin, P. Barr, J. Berzowska, J.-C. Bustros, E. Cheasley Paterson, M. Corwin, D. Douglas, R. Halary, pk Langshaw, D. LeRue, E. Little, A. Manicom, E. Mongerson, E. Murphy, M. Nye, S. Panet-Raymond, E. Regler, C. Russell, Y. Silverman, E. Simon, M. Sussman, K. Thompson, M. J. Thompson, R. Van Fossen, P. Visentin, A. Zhao-Djokic

Regrets: A. Cappelluto, J. Potvin, S. Snow, D. Therrien, K. Walz

1. **Call to Order**

   The Chair called the meeting to order at 9:35 a.m.

2. **Approval of the Agenda**

   MOTION: (E. Regler / M. Sussman)

   "that the agenda for the meeting of February 17, 2017, be approved."

   CARRIED

3. **Approval of the Minutes of the Meeting of January 20, 2017**

   MOTION: (T. Little / E. Mongerson)

   "that the minutes of the meeting of January 20, 2017, be approved."

   CARRIED

4. **Business Arising from the Minutes**

   There was no business arising from the minutes.

5. **Chair's Remarks**
   - The post-VDP tenure-track allocations have not yet been confirmed for the faculty and the Dean is expecting to hear back from the Provost in one or two weeks.
   - The Leonard & Bina Ellen Gallery is planning to make a statement in response to the new US government's recent executive order. The Dean asked Council members if and how they would like the faculty to join the gallery in making a statement. The following were proposed by Council members and will be shared with the gallery's director, Michèle Thériault:
     - Hold a forum about why protests matter to re-energize people
     - Hold a pop-up exhibition in EV Junction or the FOFA Gallery in between exhibitions
     - Hold a creative making workshop
     - Partner with Concordia's Quebec Public Interest Research Group (Concordia QPIRG)

     J. Berzowska informed Council that the SGS is making accommodations for those whose travel plans have been affected by the US travel ban, by allowing for pass deadline extensions and for grant money to be made available in order to refund research-related travel expenses.
   - International and US applications to Concordia have increased by 48% and application deadlines are being extended.

- Montreal has been rated number one (1) in the QS Rankings' Top 10 cities to be a student: https://www.topuniversities.com/best-student-cities
- The Dean encouraged Council members to:
  - visit the Governor General Awards in Visual and Media Arts 2017 website where short documentaries of the recipients, one of which is Concordia alumna Landon MacKenzie, are posted: http://ggavma.canadacouncil.ca/
  - visit the Landmarks2017 website which explores Canada's land in celebration of its 150 anniversary. Assigned artists and curators stationed throughout the country will be collaborating with the teaching faculty of 15 participating universities, including Concordia, to simultaneously teach with ideas concerned with the land. The two Quebec landmarks are the Canal-de-Lachine and L'Archipel-de-Mingan: http://landmarks2017.ca/
  - sign-up to the Fine Arts Instragram feed: https://www.instagram.com/fineartsconcordia/

6. **Question Period**

E. Mongerson questioned what admissions measures were in place to ensure the quality of students, in view of the increased applications resulting from the US executive order. The Dean confirmed that admissions requirements and government funding remains the same for all students.

7. **Appointments (FFAC-2017-02-D1)**

   MOTION: (Y. Silverman / M. Nye)

   "that the appointments listed in document FFAC-2017-02-D1 be approved."

   CARRIED

8. **Motion: Sustainability in the Faculty of Fine Arts (FFAC-2017-02-D3)**

   MOTION 1: (E. Mongerson / K. Thompson)
   "that Motion 1 be approved."

   CARRIED

   MOTION 2: (D. LeRue / P. Barr)
   "that Motion 2 be approved as amended." (revised motion attached)

   CARRIED

9. **Academic Affairs**

   9.1 **Curriculum Changes –** no curriculum changes

   9.2 **Report of the Associate Dean, Academic Affairs (FFAC-2017-02-D4)**

   No report distributed. Questions/comments may be directed to Mark Sussman at mark.sussman@concordia.ca.

   Bina Freiwald, Director, Humanities, Centre for Interdisciplinary Studies in Society and Culture (CISSC) is stepping down and full-time faculty interested in the position are encouraged to contact Erica Howse (Erica.howse@concordia.ca / ext. 3368).

10. **Planning and Academic Facilities**

    10.1 **Report of the Associate Dean, Planning and Academic Facilities (FFAC-2017-02-D5)**

    Report distributed. Questions/comments may be directed to Ana Cappelluto at ana.cappelluto@concordia.ca

11. Research

    11.1   **Report of the Associate Dean, Research (FFAC-2017-01-D6)**

        Report distributed. Questions/comments may be directed to Joanna Berzowska at joanna.berzowska@concordia.ca

12. Committee Reports

    12.1   **Board of Governors Report –** (D. Cross)

    12.2   **Senate Report –** (J. Potvin)

        D. Douglas will be contacted to discuss corrections to question 1 of the Senate report's "Open Questions".

13. Presentation: Fine Arts Donations and Philanthropy

P. Killeen, Principal Director of Development, Fine Arts, Advancement and External Relations presented "Fundraising: In Broad Strokes" (peggy.killeen@concordia.ca / ext. 8953) and B. Freedman, Vice-President, Advancement and External Relations presented "Why a Campaign? Why Now?" (presentations attached). The Dean proposed to invite P. Killeen for a discussion on how to create opportunities for donations and philanthropy, at a future Faculty Council meeting.

14. Next Meeting – March 17, 2017

15. Adjournment

The meeting was adjourned at 12:20 p.m.

Submitted by E. Murphy

February 23rd, 2017

Fine Arts Faculty Council
Meeting of February 17, 2017

AGENDA ITEM: # 8 - Sustainability in the Faculty of Fine Arts (FFAC-2017-02-D3)

ACTION REQUIRED: For approval

SUMMARY: Approval is sought to support and promote sustainability principles across the Faculty of Fine Arts.

BACKGROUND: Following the sustainability presentation by pk Langshaw, on January 20th, 2017 at the Fine Arts Faculty Council, Council Steering met on February 2, 2017 to define motions in support of sustainability initiatives across Fine Arts, for Council's review and approval.

DRAFT MOTION:
That, on the recommendation of Council Steering, Faculty Council:
1. supports in concept and practice, the application of sustainability principles across all of Fine Arts.
2. supports the creation of a socio-cultural and environmental sustainability action plan in Fine Arts for the:

   a. Creation of a sustainability Faculty Council subcommittee that will make recommendations, guide initiatives and work with university-wide sustainability committees
   b. Promotion of faculty-wide education and training for faculty, staff, and students that builds sustainability into, for example, departments, classrooms, curriculum, shops, materials and processes
   c. Creation of a sustainability web portal containing educational resources and showcasing sustainability projects within Fine Arts.

PREPARED BY:

Name: Helen Athanassiadis
Date: February 9, 2017

Internal Memorandum

TO: Mark Sussman, Associate Dean Academic Affairs

FROM: David Pariser, Chair, Department of Art Education

DATE: October 13, 2015

SUBJECT: Graduate Certificate in Museum Education; ARTE-19

The proposed new program—an 18-credit *Graduate Certificate in Museum Education* addresses a need for graduate level training in museum education. No similar programs are presently offered in Eastern Canada. Program content provides students with a theoretical grounding in the profession, accompanied by a significant practicum experience in a museum. As such, it should appeal to graduates from studio arts, art history, art education and several social sciences and humanities disciplines wishing to prepare for a career in museums.

This program will be launched in the fall of 2018 and will be offered in close partnership with the Montreal Museum of Fine Arts.

A new tenure-track hire in Inclusion and Diversity in Art Education and Museum Education will join current faculty members, Richard Lachapelle and Anita Sinner, in offering in part the program. This search is currently underway. Additional resource requirements for course credits and administrative support were approved by the Provost and Faculty Dean at the LOI stage.

This proposal was reviewed and unanimously approved by the Department of Art Education's Council on October 13, 2015.

Dr. David Pariser, Chair

Internal Memorandum

TO: Mark Sussman, Associate Dean Academic Affairs

FROM: David Pariser, Chair, Department of Art Education
        Chair, Art Education Departmental Curriculum Committee

DATE: October 13, 2015

SUBJECT: 2015-16 Graduate Curriculum Proposal
        Department of Art Education
        Graduate Certificate in Museum Education
        Dossier Number: ARTE-19

The proposed new program--an 18-credit *Graduate Certificate in Museum Education*--is intended to address a need for graduate level training in museum education and museum mediation. No similar programs are presently offered in Eastern Canada. Program content is designed to provide students with a theoretical grounding in the profession, but will also provide students with a significant practicum experience in a museum. As such, it should appeal to graduates in studio arts, art history, art education, and several social sciences and humanities disciplines wishing to prepare for a career in museums.

If approved, this new training program will be launched in the fall of 2018 and will be offered in close partnership with the Montreal Museum of Fine Arts.

To support this program, the Department of Art Education has prioritized the field of museum education as part of its current tenure-track hiring for an Assistant Professor (in Inclusion and Diversity in Art Education and Museum Education). This search is underway. The new hire will join two other faculty members in offering the new program.

Furthermore, to ensure the administrative needs of the new program, the Department will require additional part-time administrative assistance. Finally, the Department of Art Education will need an allocation of twelve graduate course credits and a course remission of three credits to fund a new Graduate Program Director position. Additional resource requirements for course credits and administrative support were approved by the Provost and Faculty Dean at the LOI stage.

In conclusion, the proposal presented in this document was reviewed and unanimously approved by the Department of Art Education's Curriculum Committee at a meeting convened for this purpose on October 13, 2015.

On behalf of the Department of Art Education Curriculum Committee:

Dr. David Pariser, Chair

Executive Summary
Graduate Certificate in Museum Education

Richard Lachapelle, Ph.D., Professor, Department of Art Education, EV 2-815
richard.lachapelle@concordia.ca

1. Rationale for a new Graduate Certificate in Museum Education

1.1 To provide graduate training in a relatively recent and growing profession

Museum education as a professional practice has slowly developed in Canada during the last 50 years. Growth in the field has accelerated in keeping with the establishment of new museums and the expansion of existing Canadian and international museums that began in the 1980s and 90s.

Museum education is generally informed by theories, practices, and advancements in the broader discipline of education. More recently, in keeping with new theories of cultural mediation, museums are adopting a community service approach for their public programming. Cultural mediation in the museum (also called "museum mediation") is a progressive social movement within museums that addresses questions related to the communication and educational strategies that museums deploy for welcoming all visitors and meeting their needs (Lafortune, 2012). In keeping with these recent and ongoing developments in the field, the certificate will include innovative course content that addresses theories and practices from two complimentary perspectives: museum education and museum mediation.

1.2 To offer a program of graduate study to students and professionals with an interest in museum education

While exceptions do exist, studies have shown that professional museum educators come from disciplines closely related to the specialty of the museum where they work. For example, museum educators in science museums tend to have training in science, while fine art museum educators come from several fine art fields including art history, studio arts, and art education (Ebitz, 2005). The Graduate Certificate in Museum Education will offer museum employees and graduate students from various backgrounds the opportunity to study museum education by enrolling in the certificate program or by taking some of the certificate courses in the form of electives as part of other programs.

1.3 To develop an educational partnership with the Montreal Museum of Fine Art (MMFA)

Within the context of recent initiatives to establish a partnership between Concordia University and the Montreal Museum of Fine Arts, this new training program is being proposed as an educational partnership to be offered by Concordia's Faculty of Fine Arts with the support of the Montreal Museum of Fine Arts. The Department of Art Education will administer the new program, recruit and admit students, offer all required courses, and oversee student practicums. As a founding partner in the launching and development of this new graduate program, the Montreal Museum of Fine Arts will organize and provide practicums to our students. (See letter of support from Nathalie Bondil, Director

and Head Curator, Montreal Museum of Fine Arts). As interest in the program grows, we may need to extend the partnership to include other Montreal museums as well.

1.4   To offer enhanced experience-based training to future museum educators.

A careful review of Canadian university programs has confirmed that no specific museum education or fine art museum education program is presently offered in any university in Eastern Canada, the geographic area from where the vast majority of Concordia art education students originate. While there are some museum studies programs housed in Eastern-Canadian universities (such as at the University of Toronto, Université de Montréal, University of Guelph and University of Western Ontario), the curricula of museum studies programs are centered on curatorial practices; that is they address the collection, study, conservation, and display of *objects and artifacts*. These programs offer little museum *education* content and limited opportunities for practical museum education experience.

At present, in the Canadian context, only the University of British Columbia (Vancouver) offers a graduate program in museum education that teaches from a very broad perspective that includes education as practiced in science, anthropology, ethnography, and art museums. UBC's Master of Museum Education program is housed in a Faculty of Education and its courses depend heavily on online (ninety percent) course offerings.

The Graduate Certificate in Museum Education proposed here would differ significantly from these other programs. While certainly including appropriate theoretical content, our program will offer students an emphasis on experience-based learning. The two courses and two practicums will specifically address museum education practice by highlighting practical training. The courses and practicums will be offered on-site in a museum setting. Students will participate in teacher training activities during their course work as well as during their practicums. In this regard, the proposed program will distinguish itself from the offerings of any competitors. Finally, the new program will be unique in that it will be offered through a partnership between a museum and a university. The new program should appeal to a new stream of potential students for the Department of Art Education.

1.5 To offer leading edge and trailblazing training in museum education

Our partner in offering this certificate program, the Montreal Museum of Fine Arts, is well known and widely respected for its innovative and progressive approach in addressing the educational and public programming needs of its long-standing, new, and emerging audiences. As a democratic and welcoming cultural institution, the Montreal Museum of Fine Arts provides the ideal context for training a new generation of museum educators, those with a keen interest in developing progressive and experimental educational programming. As the Museum's partner, Concordia University has its own long history as a populist and accessible post-secondary institution. Concordia's Department of Art Education embraces the same values as the Museum and seeks the same objectives: to share our collective cultural heritage with as wide an audience as possible by promoting creative and innovative museum education practice.

2. Communication and recruitment strategy

Our program will be unique in that a significant portion of the theoretical and experiential content of the program will be offered whenever possible on site in the Montreal Museum of Fine Art. This being the case, this fact should be presented as a major distinguishing feature when promoting the program.

Applicants from many art and cognate disciplines will be interested in a Graduate Certificate in Museum Education. Traditionally, Canadian fine art museums have hired graduates from the disciplines of studio arts, art history, and art education to fill their positions in museum education. We expect graduates from these programs to be particularly interested in this certificate, but it should appeal to other fine arts graduates as well (i.e. art therapy, design, film studies, etc.). Graduates in cognate disciplines such as education, social science, communications, and others will be drawn to the program for its emphasis on museum teaching practice and innovative educational strategies. That the certificate can be completed in two terms should provide an incentive to candidates seeking additional professional training. Prospective students might also consider this certificate concurrently with another graduate program such as an MA or MFA program.

Specific strategies for promoting the certificate program

1. Documentation of the new certificate on the Art Education web site (Departmental Resources).
2. Production of a promotional video for use on the website and elsewhere (potential funding and assistance from University Communications Services).
3. Production of a poster and brochure for internal and external promotion of the certificate (Departmental Funds).
4. With the cooperation of the MMFA, promotion of the new certificate in 2017-18 as part of the activities organized to celebrate the opening of the *MMFA Pavillon de la Paix* (Funding sources to be determined).
5. Presentation of the certificate program at leading Canadian and international art and museum education conferences: AQÉSAP, CSEA, NAEA, ICOM-CECA, SIGEMM, CAGE (in conjunction with faculty members' ongoing research conference participations).
6. Presentation of the new certificate (as a possible concurrent program of studies or potential elective courses) to graduate students in the Faculty of Fine Arts (at no cost, in cooperation with Fine Art Departments).
7. Presentation of the new program to students in FFAR 250 (long-term promotion) (at no cost, in cooperation with FFAR 250).
8. Advertising the new program in selected art education and museum education journals (potential funding from Office of Student Recruitment).

3. Program

3.1 Program summary

The Graduate Certificate in Museum Education is a full-time, two-term program that consists of 12 credits of coursework and two 3-credit practicum placements, for a total of 18 credits (9 credits per term). Students may complete the program on a part-time basis.

Graduate Certificate in Museum Education
6 MUSE 501[3]*, 502[3]*
6 MUSE 511[3]*, 512[3]*
3 ARTE 660[3]** *** 6
3 Elective[3]*** (with program approval and, if applicable, the host department) ****

*new course
**ARTE 660 is a "Topics in Art Education" course in which the course content offered differs from one term to the next. Therefore, students may take this course a second time for additional credit as an elective.
***cross-listed with existing ARTE or other courses.
****Provided they have the appropriate undergraduate preparation, students may seek to take an elective offered in another department. The decision to accept a Certificate student in a course is subject to the approval of the other department, as well as the Certificate program director. Without excluding other possibilities, potential electives could come from one of the following Fine Arts graduate programs: Art Education, Art History, Art Therapy, Design and Computation Arts, Film Studies, or Studio Arts.

3.2 Sequence for full-time completion of the certificate

Provided they register for 9 credits in each term, full-time students will complete the program in two terms and will qualify for Quebec loans and bursaries. .

Fall Term (9 credits):   MUSE 501[3], MUSE 511[3], ARTE 660[3]

Winter Term (9 credits):   MUSE 502[3], MUSE 512[3], elective[3]

3.3   New course descriptions

MUSE 501 – Museum Visitors and the Interpretation of Art and Artifacts (3 credits)

Students study the various publics that visit museums--children, adolescents, adults, families, school and community groups--and how the educational needs of these audiences can best be met. The course centers on the person-to-person activities that constitute the foundations of museum education and mediation with a particular focus on the interpretation of art, artifacts and other exhibits. These activities include guided tours, gallery talks, and studio activities, as well as innovative individual and group teaching strategies such as those based on dialogic and multi-sensorial learning. Course activities may include observations, peer teaching, research and program design.

MUSE 502 – Innovative Strategies for Diverse Publics (3 credits)

Prerequisite: MUSE 501 or written permission of the Department. Students study how a museum might respond to the needs of different types of new publics and visitors with special needs. Students gain a theoretical and pragmatic appreciation of the various strategies that promote wellness and enhance the museum experience of a diversity of visitors such as, for example, alternatives to the traditional guided tour and exhibition-specific mediation materials. Students may also investigate the teaching and learning potential of atypical and experimental educational strategies. Course activities may include observations, peer teaching, research and program design.

MUSE 511 – Museum Practicum I (3 credits)

Prerequisite: Simultaneous registration in MUSE 501 or written permission of the Department. Students complete a 15-week (120-hour) practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

MUSE 512 – Museum Practicum II (3 credits)

Prerequisite: Simultaneous registration in MUSE 502 or written permission of the Department. This practicum course is the continuation of *Museum Practicum I.* Students complete a 15-week (120-hour) practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

MUSE 521 – Independent Study (3 credits)

Students pursue independent study or another independent learning opportunity related to the overall objectives of the Certificate program. To be considered for this course, students must submit a written proposal for approval by the Graduate Program Director.

3.4 Curriculum Map

* Indicates a new course

Graduate Certificate in Museum Education– 18 Credits Learning Objectives: I : Introduction R: Reinforcement E: Emphasis	MUSE 501[3]* Museum Visitors and the Interpretation of Art and Artifacts	MUSE 502[3]* Innovative Strategies for Diverse Publics	MUSE 511[3], 512[3]* Museum Practicum I and II	ARTE 660[3] Topics in Art Education	Elective[3] 3-credit elective with approval of program and host department
Knowledge of Museum Publics					
Identify different publics	I/E	R	R		
Analyze needs of various publics	I/E	R	R		
Select appropriate learning materials	I/E	R	R		
Select appropriate learning strategies	I/E	R	R		
Design appropriate activities for learner type	I/E		R		
Knowledge of Educational Theory & Practices					
Know and understand educational theories	I	E		R	
Know and understand museum mediation theories	I	E			
Critical and appropriate application of theories	I	E		R	R
Know and understand creative practice				R	I/R/E
Education/Mediation Practice in the Museum					
Research and plan appropriate educational activities	I	R	E		
Use of appropriate public participation strategies	I	R	E		
Effective questioning techniques with various groups	I	R	E		
Identify and evaluate implementation challenges	I	R	E		
Use self-reflective teaching practices	I	R	E		
Work collaboratively with other professionals	I	R	E	R	R
Knowledge of Educational Components of Exhibitions					
Select appropriate types of educational materials	I	E	R		
Identify and select appropriate content for materials	I	E	R		
Write clear and understandable texts	I	E	R	R	R
Understand production processes and challenges	I	E	R		
Deliver completed work according to schedule	I	E	R	R	R

4. Resource implications

4.1 *Full-time faculty complement required for delivery of the certificate*

The Department's existing faculty complement includes a specialist in museum education. A second faculty member is also keenly interested in museum education and has confirmed her interest in teaching in the Certificate Program.

The Department of Art Education has prioritized the field of museum education as part of its current tenure-track hiring for an Assistant Professor (in Inclusion and Diversity in Art Education and Museum Education) following the recent retirement of a full-time faculty

member this past June. This new faculty member will teach at least one of the certificate courses as part of her or his regular workload; the new hire must also be prepared to serve as the Certificate's Program Director when required.

4.2 *Graduate Program Director and Practicum Instructor*

A full-time faculty member will direct the program. This program manager will assume the normal duties of a Graduate Program Director (GPD) supervising a graduate certificate program. However, the Program Director will also continue to develop the program by recruiting applicants for admission into the program. He or she will also promote the selection of MUSE courses as electives to students in other graduate Fine Art programs (i.e. other Certificate, MA, MFA, PhD programs). Furthermore, the GPD will work to identify, secure, and develop new practicum sites as the program continues to grow.

The GPD will also normally assume the role of instructor for the two core practicums (MUSE 511 and MUSE 512) as these constitute an *essential* and *required* component of the certificate program. It is important to note that the practicum component of this Graduate Certificate in Museum Education differs fundamentally from the types of internships offered in some other programs. In the latter case, internships are program *electives* that students independently seek out and arrange on their own. Supervision of students and evaluation of their performance in these types of internships are often the responsibility of the designated non-Concordia supervisor at the internship site. However, in the case of this Certificate program, the practicum component is fully embedded within the program. It is the University, not the student, who will make the arrangements for the practicum placements and it is the course instructor who will be responsible for the ongoing and final evaluation and grading of students. Since students will take both core program components—courses and practicums—concurrently (see Section 3.2), any learning that occurs during the practicum component will be reinforced by the knowledge that will be acquired in the course component (MUSE 501 and MUSE 502), and vice versa. The role of the practicum course instructor will be to work continuously in close cooperation with the Montreal Museum of Fine Arts' practicum supervisor and any other Concordia faculty teaching in the program in order to ensure the best possible learning outcomes for the students. The success of this strategy will require the full engagement of the practicum instructor at the practicum site throughout both the fall and winter terms.

4.3 *Administrative support*

The Certificate program will need to be supported by a new part-time program administrator on a basis of one full day per week. The program administrator will answer prospective students' inquiries, accept and process applications, oversee the admission process, orient new students, facilitate student course registrations, assign and coordinate practicum placements, act as the first-line of response for dealing with any program-related concerns or student grievances, and assist the Program Director in renewing, each year, the formal agreements governing existing practicum placement sites.

4.4 Space

Pending final approval of the Montreal Museum of Fine Arts, the department is planning to offer the core courses (MUSE 501, MUSE 502) for this certificate using the educational facilities in the Montreal Museum of Fine Arts' new Pavillon de la Paix *as well as using museum education staff and the museum's collection and exhibitions as teaching and learning resources.*

If required, the core courses can be offered using existing facilities in the EV building. Should access to museum collections and exhibitions not always be possible for teaching purposes, instructors will use other tried and tested methods for addressing such content: digital images, publications and audio-visual documentation of works of art and exhibitions.

4.5 Equipment

This program does not require any special equipment or resources beyond what we typically would expect to find in any university seminar classroom.

4.6 *Course Credits and Course Remission*

An allocation of twelve additional graduate course credits (MUSE 501[3], MUSE 502[3,] MUSE 511[3], and MUSE 512[3]) will be required to offer this certificate program.

In addition, a course remission equivalent to three credits is requested so that a full-time faculty member can act as Graduate Program Director (GPD) for the Certificate program.

5. *Enrolment projections*

Year of Operation	Total Enrolment
2018-19	8
2019-20	10
2020-21	12

6. *Access to funding for full-time certificate students*

At 18 credits, the duration of the program guarantees the eligibility of students for government-sponsored student loan and bursary programs. Unfortunately, Concordia's School of Graduate Studies does not provide funding (i.e. bursaries or scholarships) for graduate programs below the MA level.

7. *Timetable for implementation*

2016-17:   Approval of the new program by the University
2016-17:   Faculty hiring process (currently in progress)
2017-18:   i) Potential pilot internships at the Montreal Museum of Fine Arts (for our
              regular MA/PhD students as a rehearsal for Certificate internships)
              ii) Promotion and recruitment for the new program
              iii) Review of applications and first offers of admission
Fall 2018:   Certificate program is launched with a first cohort of students.

PROGRAM CHANGE: Programs

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program:
Degree: Certificate in Art Museum Education
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Editorial   [ ] Requirements   [ ] Regulations   [ ] Program Deletion   [X] New Program

Present Text (from 2017/2018) calendar	Proposed Text

	Graduate Certificate in Museum Education
	
	Admission Requirements. A Bachelor of Fine Arts or a Bachelor of Arts in a relevant discipline with an overall grade average of B or better is required. Experience in the teaching of art or art-related subjects or work experience in a museum or some similar cultural institution is considered an asset for admission. Students are admitted to the program in September only. The deadline for applying to the program is January 15.
	
	Requirements for the Certificate
	
	  1. **Credits.** A fully qualified candidate is required to complete a minimum of 18 credits.
	
	  2. **Courses.** The program includes 18 credits of course work. Six credits in required courses (MUSE 501 and 502) focus on theoretical and practical aspects of museum education and museum mediation. Six credits of required museum practicums (MUSE 511 and 512) provide students with experiential knowledge and work experience in a museum. Students must also take a 3-credit Topics in Art Education course (ARTE 660) and complete a further 3 credits of elective course work to complement their professional interests.
	
	  3. **Time Limit.** Students will normally complete the Certificate within one year (3 terms). However, University regulations require that all work for a certificate degree must be completed within 6 terms (2 years) of full-time study or 12 terms (4 years) of part-time study from the time of initial registration in the program.
	
	Academic Regulations
	
	  1. **Academic Standing.** Students are expected to earn a grade of *B* or higher in each course and maintain a cumulative GPA of 3.0. Students should consult the written explanation of the department's rule regarding acceptable academic performance, available in the department's graduate programs office.

2. **Failure Regulations.** Students who receive a failing grade in the course of their certificate studies will be withdrawn from the program. Students may apply for re-admission. Students who receive another failing grade after re-admission will be withdrawn from the program and will not be considered for re-admission.

3. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

Program Description

The Graduate Certificate in Museum Education is normally a full-time, two-term program of study that includes 12 credits of coursework and two 3-credit practicum placements, for a total of 18 credits (9 credits per term).). Students may complete the program on a part-time basis.

Graduate Certificate in Museum Education (18 credits)
6 MUSE 501^3, 502^3
6 MUSE 511^3, 512^3
3 ARTE 660^3*
3 Elective (with approval of the program and host department)

*ARTE 660 is a "Topics in Art Education" course in which the course content offered differs from one term to the next. Therefore, students may take this course a second time for additional credit as an elective.

Sequence for full-time completion of the certificate

Fall Term (9 credits):   MUSE 501^3, MUSE 511^3, ARTE 660^3
Winter Term (9 credits): MUSE 502^3, MUSE 512^3, elective^3

Course descriptions

MUSE 501 Museum Visitors and the Interpretation of Art and Artifacts (3 credits)
Students study the various publics that visit museums--children, adolescents, adults, families, school and community groups--and how the educational needs of these audiences can best be met. The course centers on the person-to-person activities that constitute the foundations of museum education and mediation with a particular focus on the interpretation of art, artifacts, and other exhibits. These activities include guided tours, gallery talks, and studio activities, as well as innovative individual and group teaching strategies such as those based on dialogic and multi-sensorial learning. Course activities may include observations, peer teaching, research and program design.

MUSE 502 Innovative Strategies for Diverse Publics (3 credits)
Prerequisite: MUSE 501 or written permission of the Department. Students study how a museum might respond to the needs of different types of new publics and visitors with special needs. Students gain a theoretical and pragmatic appreciation of the various strategies that promote wellness and enhance the museum experience of a diversity of

visitors such as, for example, alternatives to the traditional guided tour and exhibition-specific mediation materials. Students may also investigate the teaching and learning potential of atypical and experimental educational strategies. Course activities may include observations, peer teaching, research and program design.

MUSE 511 Museum Practicum I (3 credits)
Prerequisite: Simultaneous registration in MUSE 501 or written permission of the Department. Students complete a 120-hour practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

MUSE 512 Museum Practicum II (3 credits)
Prerequisite: Simultaneous registration in MUSE 502 or written permission of the Department. This practicum course is the continuation of *Museum Practicum I*. Students complete a 120-hour practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

MUSE 521 Independent Study (3 credits)
Students pursue independent study or another independent learning opportunity related to the overall objectives of the Certificate program. To be considered for this course, students must submit a written proposal for approval by the Graduate Program Director.

Rationale:
This program addresses a need for graduate-level training in museum education as no such programs are presently offered in Eastern Canada. Program content will provide students with a theoretical grounding in the field, but will also provide students with a significant practicum experience at the MMFA or another museum. As such, it should appeal to museum employees and recent graduates in fine arts and cognate disciplines wishing to explore the possibility of a career in museum education.

Resource Implications:
An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501[3], MUSE 502[3], MUSE 511[3,] MUSE 512[3]).
The course *MUSE 521 – Independent Study* (3 credits) will be used to provide *elective* course credit to students so that they can pursue independent study or other appropriate learning opportunities related to the overall objectives of the Certificate program. No additional course credits will be required to offer this course as faculty members will supervise these independent studies for no additional workload credit. This is already the practice in many graduate programs.
The Department of Art Education is currently conducting a search for a tenure-track Assistant Professor in Inclusion and Diversity in Art and Museum Education. A requirement for this new position is professional experience in the field of museum education.
The Department of Art Education has prioritized the field of museum education as part of its current tenure-track hiring for an Assistant Professor (in Inclusion and Diversity in Art Education and Museum Education) following the recent retirement of a full-time faculty member this past June.
To guarantee adequate administrative support for the new certificate program, additional part-time administrative assistance will be required. A course remission equivalent to three credits is requested so that a full-time faculty member can act as Graduate Program Director (GPD) for the new Certificate program.

COURSE CHANGE: MUSE 501   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Art Education
Program:	Graduate Certificate in Museum Education
Degree:	Certificate
Calendar Section/Graduate Page Number:	

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 501 Museum Visitors and the Interpretation of Art and Artifacts (3 credits) Students study the various publics that visit museums--children, adolescents, adults, families, school and community groups--and how the educational needs of these audiences can best be met. The course centers on the person-to-person activities that constitute the foundations of museum education and mediation with a particular focus on the interpretation of art, artifacts, and other exhibits. These activities include guided tours, gallery talks, and studio activities, as well as innovative individual and group teaching strategies such as those based on dialogic and multi-sensorial learning. Course activities may include observations, peer teaching, research and program design.

Rationale:
This is one of the required courses for the Graduate Certificate in Museum Education.

Resource Implications:
An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501[3], MUSE 502[3], MUSE 511[3,] MUSE 512[3]). Please refer to cover memo for additional details.

Other Programs within which course is listed:

None.

COURSE CHANGE: MUSE 502   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program: Graduate Certificate in Museum Education
Degree: Certificate
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 502 Innovative Strategies for Diverse Publics (3 credits) Prerequisite: MUSE 501 or written permission of the Department. Students study how a museum might respond to the needs of different types of new publics and visitors with special needs. Students gain a theoretical and pragmatic appreciation of the various strategies that promote wellness and enhance the museum experience of a diversity of visitors such as, for example, alternatives to the traditional guided tour and exhibition-specific mediation materials. Students may also investigate the teaching and learning potential of atypical and experimental educational strategies. Course activities may include observations, peer teaching, research and program design.

Rationale: This is one of the required courses for the Graduate Certificate in Museum Education.
Resource Implications: An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501[3], MUSE 502[3], MUSE 511[3,] MUSE 512[3]). Please refer to the cover memo for additional details.
Other Programs within which course is listed: None.

COURSE CHANGE: MUSE 511   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program: Graduate Certificate in Museum Education
Degree: Certificate
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 511 Museum Practicum I (3 credits) Prerequisite: Simultaneous registration in MUSE 501 or written permission of the Department. Students complete a 15-week (120-hour) practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

Rationale:
This is one of the required courses for the Graduate Certificate in Museum Education.

Resource Implications:
An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501[3], MUSE 502[3], MUSE 511[3,] MUSE 512[3]). Please refer to cover memo for additional details.

Other Programs within which course is listed:
None.

COURSE CHANGE: MUSE 512   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program: Graduate Certificate in Museum Education
Degree: Certificate
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 512 Museum Practicum II (3 credits) Prerequisite: Simultaneous registration in MUSE 502 or written permission of the Department. This practicum course is the continuation of *Museum Practicum I*. Students complete a 15-week (120-hour) practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

Rationale:
This is one of the required courses for the Graduate Certificate in Museum Education.

Resource Implications:
An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501[3], MUSE 502[3], MUSE 511[3,] MUSE 512[3]). Please refer to cover memo for additional details.

Other Programs within which course is listed:

None.

COURSE CHANGE: MUSE 521   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program: Graduate Certificate in Museum Education
Degree: Certificate
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 521 Independent Study (3 credits) Students pursue independent study or another independent learning opportunity related to the overall objectives of the Certificate program. To be considered for this course, students must submit a written proposal for approval by the Graduate Program Director.

Rationale:
This is one of the possible courses that students may select as an elective in the Graduate Certificate in Museum Education.

Resource Implications:
The course *MUSE 521 – Independent Study* (3 credits) will be used to provide *elective* course credit to students so that they can pursue independent study or other appropriate learning opportunities related to the overall objectives of the Certificate program. No additional course credits will be required to offer this course as faculty members will supervise these independent studies for no additional workload credit. This is already the practice in many graduate programs. Please refer to cover memo for additional details.

Other Programs within which course is listed:

None.

MUSÉE DES
BEAUX-ARTS
MONTRÉAL
MUSEUM OF
FINE ARTS

BUREAU DU DIRECTEUR
OFFICE OF THE DIRECTOR

Le 8 septembre 2015

Richard Lachapelle, PhD
Professeur titulaire
Département d'éducation artistique
Université Concordia
Faculté des beaux-arts
1455 De Maisonneuve Ouest, EV 2.815
Montréal, QC H3G 1M8

Docteur Lachapelle,

C'est avec enthousiasme que nous vous confirmons l'intérêt du Musée des beaux-arts de Montréal à collaborer activement avec la Faculté des beaux-arts de l'Université Concordia à la **création d'un certificat en éducation et médiation muséale**. Ce certificat, une première mondiale, proposera de nouvelles options de formation aux étudiant(e)s désireux(ses) d'oeuvrer dans les musées afin d'y relever les nouveaux défis liés, entre autres, au renouvellement de leurs publics, à de nouveaux modes de communication basés sur l'interdisciplinarité et à leur volonté d'engagement communautaire et social (médication culturelle, art thérapie, etc.).

La formation de la relève est un défi de taille pour les musées alors que ces derniers se redéfinissent à un rythme accéléré. Dans ce contexte, je souhaite que le Musée des beaux-arts de Montréal soit un véritable laboratoire de nouvelles approches et pratiques en éducation et en médiation qui offrira des opportunités uniques aux étudiant(e)s qui s'inscriront à ce certificat. Comme convenu avec Jean-Luc Murray, directeur du département de l'éducation et de l'action culturelle, et dans le but de donner accès à un contexte de travail réel, une partie du temps d'enseignement sera dédiée à des expériences qui se dérouleront dans les galeries du Musée en directe interaction avec nos collections. Nous vous réitérons notre intention d'accueillir au Musée les élèves lors de leur stage et leur offrir l'encadrement requis tant au niveau des ressources humaines – présence d'un éducateur ou d'un professionnel de la direction de l'éducation lors des stages – que des ressources matérielles, accès à un local pour accueillir les élèves dans le cadre d'un ou de plusieurs cours du certificat. Bien entendu, les détails de l'implication du Musée seront précisés ultérieurement.

.../2

Richard Lachapelle, PhD
Professeur titulaire
Département d'éducation artistique
Université Concordia
Page 2.

Jean-Luc Murray poursuivra les discussions que vous avez initiées afin que ce nouveau programme d'études répondent à la fois aux objectifs académiques de l'Université Concordia, aux besoins et aux réalités de la formation de la relève muséale et aux attentes des étudiant(e)s. Nous vous remercions de réagir avec promptitude et lucidité aux préoccupations exprimées quant à la nécessité d'assurer une formation actualisée et de qualité aux étudiant(e)s qui seront bientôt actifs dans les institutions muséales. Nous sommes fiers de co-créer avec vous ce programme d'études novateur et fédérateur.

Recevez, Docteur Lachapelle, l'expression de nos salutations chaleureuses.

La directrice et conservatrice en chef,

Nathalie Bondil, C.M., C.Q.

Cc :   Jean-Luc Murray, Directeur du département de l'éducation et de l'action culturelle

Internal Memorandum

TO: Mark Sussman, Associate Dean Academic Affairs
           Faculty of Fine Arts, Concordia University

FROM: Eric Simon, Chair, Department of Studio Arts

DATE: October 15, 2015

SUBJECT: 2015-16 Graduate Curriculum Proposal
           Department of Art Education
           Graduate Certificate in Museum Education and Museum Mediation
           Dossier Number: ARTE-19

I have read the Executive Summary of Art Education's proposal for a new graduate program, the Certificate in Museum Education and Museum Mediation. I have also discussed it with Studio Arts Graduate Program Director François Morelli. We support this project, as we both believe the Certificate program will fill a need for graduate level training in museum education. As proposed, the content of the program is carefully designed to provide students with both a theoretical grounding in the profession and a significant internship experience at the Montreal Museum of Fine Arts. As such, it could appeal to our own graduates. We have observed over the years that our graduating students are changing and diversifying their career ambitions. Often more socially engaged and pragmatic in skill building many of our graduates are indeed interested in pursuing a career not only in museums, but also in cultural centers, artists run centers as well as in alternative forms of artistic mediation/education. This full-time program will prepare them well for a career in museum education while also opening possibilities in other areas.

In addition, the courses that are part of this certificate should appeal to our present and future graduate students. While these students could consider completing the graduate certificate concurrently with their ongoing studies in our Department, many students might prefer to take one or more of the certificate courses as electives as part of their current program of study. It is my understanding that the Department of Art Education will facilitate and encourage this as a possibility for our students.

Finally, in order to assist with student recruitment for this new program, we will cooperate with the Department of Art Education in the organization of a yearly information session for our undergraduate students. During this session, representatives of the Certificate in Museum Education and Museum Mediation will provide information about the program and answer questions about it.

In closing, I am pleased to support this new program initiative. I sincerely believe that it will interest our students.

Eric Simon
Chair of Studio Arts
V-250-4

PROGRAM CHANGE: Programs

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program:
Degree: Certificate in Art Museum Education
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Editorial   [ ] Requirements   [ ] Regulations   [ ] Program Deletion   [X] New Program

Present Text (from 2017/2018) calendar	Proposed Text
	Graduate Certificate in Museum Education **Admission Requirements.** A Bachelor of Fine Arts or a Bachelor of Arts in a relevant discipline with an overall grade average of B or better is required. Experience in the teaching of art or art-related subjects or work experience in a museum or some similar cultural institution is considered an asset for admission. Students are admitted to the program in September only. The deadline for applying to the program is January 15. **Requirements for the Certificate** 1. **Credits.** A fully qualified candidate is required to complete a minimum of 18 credits. 2. **Courses.** The program includes 18 credits of course work. Six credits in required courses (MUSE 501 and 502) focus on theoretical and practical aspects of museum education and museum mediation. Six credits of required museum practicums (MUSE 511 and 512) provide students with experiential knowledge and work experience in a museum. Students must also take a 3-credit Topics in Art Education course (ARTE 660) and complete a further 3 credits of elective course work to complement their professional interests. 3. **Time Limit.** Students will normally complete the Certificate within one year (3 terms). However, University regulations require that all work for a certificate degree must be completed within 6 terms (2 years) of full-time study or 12 terms (4 years) of part-time study from the time of initial registration in the program. **Academic Regulations** 1. **Academic Standing.** Students are expected to earn a grade of *B* or higher in each course and maintain a cumulative GPA of 3.0. Students should consult the written explanation of the department's rule regarding acceptable academic performance, available in the department's graduate programs office.

2. **Failure Regulations.** Students who receive a failing grade in the course of their certificate studies will be withdrawn from the program. Students may apply for re-admission. Students who receive another failing grade after re-admission will be withdrawn from the program and will not be considered for re-admission.

3. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

Program Description

The Graduate Certificate in Museum Education is normally a full-time, two-term program of study that includes 12 credits of coursework and two 3-credit practicum placements, for a total of 18 credits (9 credits per term). Students may complete the program on a part-time basis.

Graduate Certificate in Museum Education (18 credits)
6 MUSE 501^3, 502^3
6 MUSE 511^3, 512^3
3 ARTE 660^3*
3 Elective (with approval of the program and host department)

*ARTE 660 is a "Topics in Art Education" course in which the course content offered differs from one term to the next. Therefore, students may take this course a second time for additional credit as an elective.

Sequence for full-time completion of the certificate

Fall Term (9 credits):   MUSE 501^3, MUSE 511^3, ARTE 660^3
Winter Term (9 credits): MUSE 502^3, MUSE 512^3, elective^3

Course descriptions

MUSE 501 Museum Visitors and the Interpretation of Art and Artifacts (3 credits)
Students study the various publics that visit museums--children, adolescents, adults, families, school and community groups--and how the educational needs of these audiences can best be met. The course centers on the person-to-person activities that constitute the foundations of museum education and mediation with a particular focus on the interpretation of art, artifacts, and other exhibits. These activities include guided tours, gallery talks, and studio activities, as well as innovative individual and group teaching strategies such as those based on dialogic and multi-sensorial learning. Course activities may include observations, peer teaching, research and program design.

MUSE 502 Innovative Strategies for Diverse Publics (3 credits)
Prerequisite: MUSE 501 or written permission of the Department. Students study how a museum might respond to the needs of different types of new publics and visitors with special needs. Students gain a theoretical and pragmatic appreciation of the various strategies that promote wellness and enhance the museum experience of a diversity of

visitors such as, for example, alternatives to the traditional guided tour and exhibition-specific mediation materials. Students may also investigate the teaching and learning potential of atypical and experimental educational strategies. Course activities may include observations, peer teaching, research and program design.

MUSE 511 Museum Practicum I (3 credits)
Prerequisite: Simultaneous registration in MUSE 501 or written permission of the Department. Students complete a 120-hour practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

MUSE 512 Museum Practicum II (3 credits)
Prerequisite: Simultaneous registration in MUSE 502 or written permission of the Department. This practicum course is the continuation of *Museum Practicum I*. Students complete a 120-hour practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

MUSE 521 Independent Study (3 credits)
Students pursue independent study or another independent learning opportunity related to the overall objectives of the Certificate program. To be considered for this course, students must submit a written proposal for approval by the Graduate Program Director.

Rationale:
This program addresses a need for graduate-level training in museum education as no such programs are presently offered in Eastern Canada. Program content will provide students with a theoretical grounding in the field, but will also provide students with a significant practicum experience at the MMFA or another museum. As such, it should appeal to museum employees and recent graduates in fine arts and cognate disciplines wishing to explore the possibility of a career in museum education.

Resource Implications:
An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501[3], MUSE 502[3], MUSE 511[3,] MUSE 512[3]).
The course *MUSE 521 – Independent Study* (3 credits) will be used to provide *elective* course credit to students so that they can pursue independent study or other appropriate learning opportunities related to the overall objectives of the Certificate program. No additional course credits will be required to offer this course as faculty members will supervise these independent studies for no additional workload credit. This is already the practice in many graduate programs.
The Department of Art Education is currently conducting a search for a tenure-track Assistant Professor in Inclusion and Diversity in Art and Museum Education. A requirement for this new position is professional experience in the field of museum education.
To guarantee adequate administrative support for the new certificate program, additional part-time administrative assistance will be required. A course remission equivalent to three credits is requested so that a full-time faculty member can act as Graduate Program Director (GPD) for the new Certificate program.

COURSE CHANGE: MUSE 501   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Art Education
Program:	Graduate Certificate in Museum Education
Degree:	Certificate
Calendar Section/Graduate Page Number:	

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 501 Museum Visitors and the Interpretation of Art and Artifacts (3 credits) Students study the various publics that visit museums--children, adolescents, adults, families, school and community groups--and how the educational needs of these audiences can best be met. The course centers on the person-to-person activities that constitute the foundations of museum education and mediation with a particular focus on the interpretation of art, artifacts, and other exhibits. These activities include guided tours, gallery talks, and studio activities, as well as innovative individual and group teaching strategies such as those based on dialogic and multi-sensorial learning. Course activities may include observations, peer teaching, research and program design.

Rationale:
This is one of the required courses for the Graduate Certificate in Museum Education.

Resource Implications:
An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501[3], MUSE 502[3], MUSE 511[3,] MUSE 512[3]). Please refer to cover memo for additional details.

Other Programs within which course is listed:
None.

COURSE CHANGE: MUSE 502   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program: Graduate Certificate in Museum Education
Degree: Certificate
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 502 Innovative Strategies for Diverse Publics (3 credits) Prerequisite: MUSE 501 or written permission of the Department. Students study how a museum might respond to the needs of different types of new publics and visitors with special needs. Students gain a theoretical and pragmatic appreciation of the various strategies that promote wellness and enhance the museum experience of a diversity of visitors such as, for example, alternatives to the traditional guided tour and exhibition-specific mediation materials. Students may also investigate the teaching and learning potential of atypical and experimental educational strategies. Course activities may include observations, peer teaching, research and program design.
Rationale: This is one of the required courses for the Graduate Certificate in Museum Education.	
Resource Implications: An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501^3, MUSE 502^3, MUSE 511^{3,} MUSE 512^3). Please refer to the cover memo for additional details.	
Other Programs within which course is listed: None.	

COURSE CHANGE: MUSE 511   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program: Graduate Certificate in Museum Education
Degree: Certificate
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 511 Museum Practicum I (3 credits) Prerequisite: Simultaneous registration in MUSE 501 or written permission of the Department. Students complete a 15-week (120-hour) practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.
Rationale: This is one of the required courses for the Graduate Certificate in Museum Education.	
Resource Implications: An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501[3], MUSE 502[3], MUSE 511[3,] MUSE 512[3]). Please refer to cover memo for additional details.	
Other Programs within which course is listed: None.	

COURSE CHANGE: MUSE 512   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Art Education
Program: Graduate Certificate in Museum Education
Degree: Certificate
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 512 Museum Practicum II (3 credits) Prerequisite: Simultaneous registration in MUSE 502 or written permission of the Department. This practicum course is the continuation of *Museum Practicum I*. Students complete a 15-week (120-hour) practicum. In conjunction with the museum and the departmental supervisor, students propose and obtain approval of a work plan, and complete the approved activities. Without excluding other possibilities, placements will typically take the form of a practicum in museum teaching and mediation. Activities may include observation, program planning, peer teaching, teaching assistance, and teaching.

Rationale:
This is one of the required courses for the Graduate Certificate in Museum Education.

Resource Implications:
An allocation of twelve (12) course credits will be required to offer the certificate's core courses (MUSE 501^3, MUSE 502^3, MUSE 511^{3,} MUSE 512^3). Please refer to cover memo for additional details.

Other Programs within which course is listed:
None.

COURSE CHANGE: MUSE 521   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Art Education
Program:	Graduate Certificate in Museum Education
Degree:	Certificate
Calendar Section/Graduate Page Number:	

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2018/2019) calendar	Proposed Text
	MUSE 521 Independent Study (3 credits) Students pursue independent study related to the overall objectives of the Certificate program. To be considered for this course, students must submit a written proposal for approval by the Graduate Program Director.

Rationale:
This is one of the possible courses that students may select as an elective in the Graduate Certificate in Museum Education.

Resource Implications:
The course *MUSE 521 – Independent Study* (3 credits) will be used to provide *elective* course credit to students so that they can pursue independent study or other appropriate learning opportunities related to the overall objectives of the Certificate program. No additional course credits will be required to offer this course as faculty members will supervise these independent studies for no additional workload credit. This is already the practice in many graduate programs. Please refer to cover memo for additional details.

Other Programs within which course is listed:

None.

MUSÉE DES
BEAUX-ARTS
MONTRÉAL
MUSEUM OF
FINE ARTS

BUREAU DU DIRECTEUR
OFFICE OF THE DIRECTOR

Le 8 septembre 2015

Richard Lachapelle, PhD
Professeur titulaire
Département d'éducation artistique
Université Concordia
Faculté des beaux-arts
1455 De Maisonneuve Ouest, EV 2.815
Montréal, QC H3G 1M8

Docteur Lachapelle,

C'est avec enthousiasme que nous vous confirmons l'intérêt du Musée des beaux-arts de Montréal à collaborer activement avec la Faculté des beaux-arts de l'Université Concordia à la **création d'un certificat en éducation et médiation muséale**. Ce certificat, une première mondiale, proposera de nouvelles options de formation aux étudiant(e)s désireux(ses) d'oeuvrer dans les musées afin d'y relever les nouveaux défis liés, entre autres, au renouvellement de leurs publics, à de nouveaux modes de communication basés sur l'interdisciplinarité et à leur volonté d'engagement communautaire et social (médication culturelle, art thérapie, etc.).

La formation de la relève est un défi de taille pour les musées alors que ces derniers se redéfinissent à un rythme accéléré. Dans ce contexte, je souhaite que le Musée des beaux-arts de Montréal soit un véritable laboratoire de nouvelles approches et pratiques en éducation et en médiation qui offrira des opportunités uniques aux étudiant(e)s qui s'inscriront à ce certificat. Comme convenu avec Jean-Luc Murray, directeur du département de l'éducation et de l'action culturelle, et dans le but de donner accès à un contexte de travail réel, une partie du temps d'enseignement sera dédiée à des expériences qui se dérouleront dans les galeries du Musée en directe interaction avec nos collections. Nous vous réitérons notre intention d'accueillir au Musée les élèves lors de leur stage et leur offrir l'encadrement requis tant au niveau des ressources humaines – présence d'un éducateur ou d'un professionnel de la direction de l'éducation lors des stages – que des ressources matérielles, accès à un local pour accueillir les élèves dans le cadre d'un ou de plusieurs cours du certificat. Bien entendu, les détails de l'implication du Musée seront précisés ultérieurement.

…/2

Richard Lachapelle, PhD
Professeur titulaire
Département d'éducation artistique
Université Concordia
Page 2.

Jean-Luc Murray poursuivra les discussions que vous avez initiées afin que ce nouveau programme d'études répondent à la fois aux objectifs académiques de l'Université Concordia, aux besoins et aux réalités de la formation de la relève muséale et aux attentes des étudiant(e)s. Nous vous remercions de réagir avec promptitude et lucidité aux préoccupations exprimées quant à la nécessité d'assurer une formation actualisée et de qualité aux étudiant(e)s qui seront bientôt actifs dans les institutions muséales. Nous sommes fiers de co-créer avec vous ce programme d'études novateur et fédérateur.

Recevez, Docteur Lachapelle, l'expression de nos salutations chaleureuses.

La directrice et conservatrice en chef,

Nathalie Bondil, C.M., C.Q.

Cc :   Jean-Luc Murray, Directeur du département de l'éducation et de l'action culturelle

Internal Memorandum

TO: Mark Sussman, Associate Dean Academic Affairs
             Faculty of Fine Arts, Concordia University

FROM: Eric Simon, Chair, Department of Studio Arts

DATE: October 15, 2015

SUBJECT: 2015-16 Graduate Curriculum Proposal
             Department of Art Education
             Graduate Certificate in Museum Education and Museum Mediation
             Dossier Number: ARTE-19

I have read the Executive Summary of Art Education's proposal for a new graduate program, the Certificate in Museum Education and Museum Mediation. I have also discussed it with Studio Arts Graduate Program Director François Morelli. We support this project, as we both believe the Certificate program will fill a need for graduate level training in museum education. As proposed, the content of the program is carefully designed to provide students with both a theoretical grounding in the profession and a significant internship experience at the Montreal Museum of Fine Arts. As such, it could appeal to our own graduates. We have observed over the years that our graduating students are changing and diversifying their career ambitions. Often more socially engaged and pragmatic in skill building many of our graduates are indeed interested in pursuing a career not only in museums, but also in cultural centers, artists run centers as well as in alternative forms of artistic mediation/education. This full-time program will prepare them well for a career in museum education while also opening possibilities in other areas.

In addition, the courses that are part of this certificate should appeal to our present and future graduate students. While these students could consider completing the graduate certificate concurrently with their ongoing studies in our Department, many students might prefer to take one or more of the certificate courses as electives as part of their current program of study. It is my understanding that the Department of Art Education will facilitate and encourage this as a possibility for our students.

Finally, in order to assist with student recruitment for this new program, we will cooperate with the Department of Art Education in the organization of a yearly information session for our undergraduate students. During this session, representatives of the Certificate in Museum Education and Museum Mediation will provide information about the program and answer questions about it.

In closing, I am pleased to support this new program initiative. I sincerely believe that it will interest our students.

Eric Simon
Chair of Studio Arts
V-250-4

FACULTY OF FINE ARTS

Department of Design
and Computation Arts

INTERNAL MEMORANDUM

TO: Mark Sussman,
            Associate Dean, Academic and Student Affairs

FROM: pk langshaw
            Chair, Department of Design and Computation Arts
            Jonathan Lessard
            Undergraduate Program Director, Computation Arts

DATE: Monday, December 12, 2016

SUBJECT: Curriculum Changes for the Undergraduate programs of Department of
            Design and Computation Arts (Dossier #15)

Please accept the following curriculum changes from the Department of Design and
Computation Arts with regard to the Computation Arts Specialization, Major, and Minor
in Game design. These changes are motivated by the recent departmental appraisal
process as well as the hire of two new full-time faculty including a strategic one. These
changes were approved by Department Council on October 21, 2016.

The essential points are (1) emphasizing CART's fundamental ethos of computational
self-reliance (programming) while building a critical point of view on technology; and
(2) identifying and strengthening three streams of specialization (tangible, networked and
playful media).

CART Ethos

The Computation Arts program valorizes the artist's *autonomy* in regards to
computational tools. The program's purpose is not to train students to fit into specific
industrial pipelines, but rather to help them acquire a deep understanding of the medium
itself, affording them the flexibility to navigate existing tools or even develop their own.
The foundations of this ethos are a sustained engagement with *computation* and a *critical
approach to technology*.

Computation

In spite of CART's commitment to programming literacy, the program has only one required programming course (CART 253). We propose a mandatory sequel (CART 263) in the first year.

Critical approach to technology

Although CART professes an engagement with critical approaches to technology, only one course is devoted to a theoretical and self-reflexive perspective on digital media. We suggest introducing a mandatory 300-level studio as well as a theoretical 400-level course to enable students to bridge their early theoretical readings to their current studio practice. These courses would be CART 310*: Interaction Design; and CART 410*: Research-Creation in the Computation Arts.

CART Areas of Expertise

The object of identifying and consolidating three areas of expertise in CART is to ensure students develop a minimum of depth in this otherwise generalist program. Each area will feature a number of foundational courses (200-level), technical expertise courses (300-level) as well as consolidating studio courses (400-level). With a flexible program guide, students will be able to choose between multidisciplinarity and a certain level of specialization.
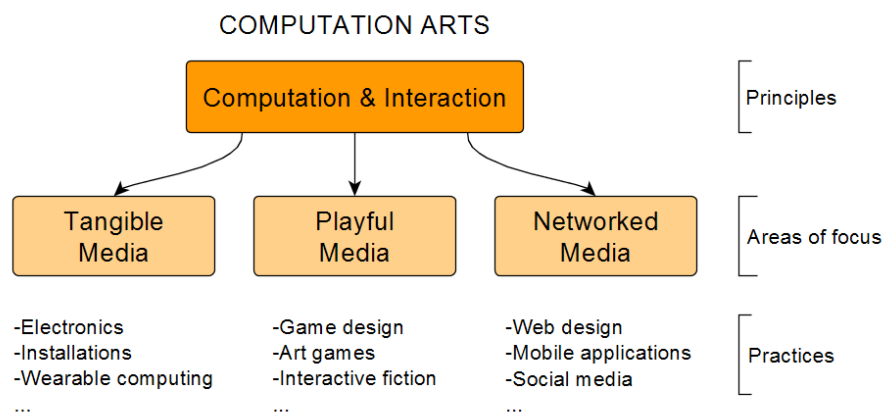
Curriculum Changes

The key proposed changes are as follows:

Generic 400-level studio courses converted to more specific 400-level studio courses

CART 411 and CART 412 are no longer required. We require instead nine credits of 400-level CART courses and introduce CART 451 (*Networked Media Studio*) and CART 461 (*Tangible Media Studio*). These will act as capstone studio courses for the three streams (there are already 400-level playful media studio courses)

A new required programming course is introduced

We introduce CART 263 as a required follow-up to CART 253 to establish a two-semester programming sequence in the first year. This course becomes the main pre-requisite for programming-related 300-level courses.

Two new courses are introduced to establish a yearly, critical common trunk.

We introduce CART 310 (Interaction design) and CART 410 (Research/Creation in the Computation Arts) to act as yearly reflective meeting points for students following the tracks of CART 255. The latter is re-numbered CART 210 to further mark that continuity.

More flexibility at 300-level

CART 351 is removed as a requirement, allowing students to choose between streams.

Various editorial and bookkeeping changes

- Courses are updated to reflect the re-numbering of CART 255 to CART 210
- Courses are updated to reflect that CART 263 now acts as a prerequisite instead of CART 253
- Requirements for new course CART 215 were too permissive
- Add COMP 248 as substitute requirement for CART 263 because Major students do not need to take the latter.
- Renaming CART 353 *Creative Computation III* (instead of II) since we've added CART 263 in the middle of the sequence.
- Rewrite of CART 415 and CART 416 to reflect their changed status in regards to the introduction of lower-level game design courses (CART 215 and CART 315)
- Cross-listed (with the Design program) course Information Design (CART 433) is introduced as permanent course after years of being offered as special topics

Implementation

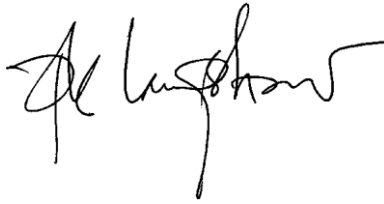| 2017-2018 (yr 0)	2018-2019 (yr 1)	2019-2020 (yr 2)	2020-2021 (yr 3)
Introduce and test special topics course: -CART 498: Interaction Design	-Offering CART 263 Stop offering CART411*	-Offering CART 310	-Offering CART 410, CART 451, CART 461

*This will cause an issue with current students not being able to fulfill their CART 411 requirements (as they will no longer be offered). We propose to automatically accept any CART 400 courses as substitutions.

Resource Requirements

The total credit envelope for the programs in Computations Arts remains the same (see Annex A for chart). There are no resource implications or extra CDA computer lab requirements with these proposed changes.

Should you require further information or clarification of this document or the contents within, please contact the Undergraduate Program   Director, Jonathan Lessard, at your earliest convenience.

Sincerely,

pk langshaw
Chair, Department of Design and Computation Arts

Jonathan Lessard
Undergraduate Program Director, Computation Arts

PROGRAM CHANGE: Program revision

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Design and Computation Arts
Program:	BFA Specialization in Computation Arts
Degree:	BFA
Calendar Section/Graduate Page Number:	81.90.2

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2015/2016) calendar	**Proposed Text**
60 BFA Specialization in Computation Arts ~~9~~ CART 211^3, 212^3, 253^3 ~~6 CART 214^3, 255^3~~ ~~3 CART 351^3~~ ~~9-12 Chosen from CART 312^3, 345^3, 346^3, 347^3, 353^3, 355^3, 356^3, 357^3, 358^3, 360^3,~~ ~~361^3, 362^3, 370^3,~~ ~~398^3~~ ~~6 CART 411^3, 412^3~~ ~~9-12 Chosen from CART 414^3, 415^3, 416^3, 434^3, 444^3, 453^3, 455^3, 456^3, 457^3, 458^3,~~ ~~459^3, 460^3, 498^3~~ 9 Chosen from CART, DART, or other Fine Arts electives 6 Chosen from ~~ARTH or~~ other Fine Arts ~~theory~~ electives	**60 BFA Specialization in Computation Arts** 18 CART 210^3, 211^3, 212^3, 214^3, 253^3, 263^3 3 CART 310^3 12 300-level CART courses 3 CART 410^3 9 400-level CART courses 9 Chosen from CART, DART, or other Fine Arts electives 6 Chosen from other Fine Arts non-studio electives
Rationale: See covering memo for details. We are adding three new course requirements (CART 263, 310, 410) to strengthen programming skills and establish a yearly critical inquiry sequence (CART 210,310,410). CART 351 is removed as requirement to allow more flexibility when navigating between the three new areas of specialization. The program is made less course-specific to make it easier to maintain.	
Resource Implications: This whole curriculum revision is proposed within current credit allocation and represents only a restructuring of courses. Therefore no additional resources are necessary	

PROGRAM CHANGE: Major: Course re-numbering

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Design and Computation Arts
Program:	BFA Major in Computation Arts
Degree:	BFA
Calendar Section/Graduate Page Number:	81.90.2

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2015/2016) calendar	**Proposed Text**
45 **BFA Major in Computation Arts** **(to be combined with Computer Applications Option)**	**45** **BFA Major in Computation Arts** **(to be combined with Computer Applications Option)**
6 FFAR 250^6	6 FFAR 250^6
21 CART 211^3, 212^3, 214^3, ~~255^3~~, 351^3, 411^3, 412^3	21 CART <u>210</u>^{3}, 211^3, 212^3, 214^3, 351^3, 411^3, 412^3
6 ~~Chosen from CART 312^3, 345^3, 346^3, 347^3, 353^3, 355^3, 356^3, 357^3, 358^3, 360^3, 361^3, 362^3, 370^3, 398^3~~	6 <u>300-level CART courses</u>
6 ~~Chosen from CART 414^3, 415^3, 416^3, 434^3, 444^3, 453^3, 455^3, 456^3, 457^3, 458^3, 459^3, 460^3, 498^3~~	6 <u>400-level CART courses</u>
6 Chosen from DART or other Fine Arts electives	6 Chosen from DART or other Fine Arts electives

Rationale:
CART 255 now has a new number, we reflect this here. This change makes the program less course-specific and easier to maintain.

Resource Implications:
None.

PROGRAM CHANGE: Minor: Course renumbering

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Minor in Game Design
Degree:
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Editorial   [X] Requirements   [ ] Regulations   [ ] Program Deletion   [ ] New Program

Present Text (from 2015/2016) calendar	Proposed Text
24 **Minor in Game Design** 3 CART 215^3 3 Chosen from CART 253^3; COMP 218^3, 248$^{3.5}$ 3 Chosen from CART 315^3, 353^3; COMP 376^4 3 Chosen from CART ~~255~~^{3}; DART 261^3; ENGL 255^3; FFAR 257^3 3 Chosen from CART 415^3, 416^3 3 CART* or COMP** elective 3 CART* elective 3 Fine Arts elective *Excluding CART 253 and 315* **Excluding COMP 218, 248 and 376*	**24** **Minor in Game Design** 3 CART 215^3 3 Chosen from CART 253^3; COMP 218^3, 248$^{3.5}$ 3 Chosen from CART 315^3, 353^3; COMP 376^4 3 Chosen from CART 210^3; DART 261^3; ENGL 255^3; FFAR 257^3 3 Chosen from CART 415^3, 416^3 3 CART* or COMP** elective 3 CART* elective 3 Fine Arts elective *Excluding CART 253 and 315* **Excluding COMP 218, 248 and 376*
Rationale: Course has been re-numbered	
Resource Implications: None.	

COURSE CHANGE: CART 215   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Computation Arts programs, Minor in Game design
Degree: BFA, Minor
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[X] Prerequisite
[ ] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2016/2017) calendar	Proposed Text
CART 215 *Introduction to Game Design* (3 credits) This course is an introduction to the design of playful activities and games in particular. Students are introduced to terminology, conceptual frameworks, and critical approaches in order to develop a precise understanding of games at a formal and pragmatic level. Students acquire and develop tools to conceive, formalize, and communicate game design ideas. *NOTE: Students who have received credit for this topic under a CART 398 number may not take this course for credit.*	**CART 215** *Introduction to Game Design* (3 credits) Prerequisite: Enrolment in a Computation Arts program, the Minor in Game Design, or written permission of the Department. This course is an introduction to the design of playful activities and games in particular. Students are introduced to terminology, conceptual frameworks, and critical approaches in order to develop a precise understanding of games at a formal and pragmatic level. Students acquire and develop tools to conceive, formalize, and communicate game design ideas. *NOTE: Students who have received credit for this topic under a CART 398 number may not take this course for credit.*

Rationale:
This course should be available in priority for Computation Arts students. This prerequisite was overlooked in the course introduction.

Resource Implications:
None.

Other Programs within which course is listed:

COURSE CHANGE: CART 253   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[X] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Deletion of note.

Present Text (from 2015/2016) calendar	Proposed Text
CART 253 *Creative Computation I* (3 credits) Prerequisite: Enrolment in the Specialization or Minor in Computation Arts; or written permission of the Department. ~~The fundamentals of computer programming are introduced through exercises and studio projects. Students are exposed to scripting and programming in order to understand how they may be used to support creative digital work.~~ ~~*NOTE: Students who have received credit for DFAR 253 or 353 may not take this course for credit.*~~	**CART 253** *Creative Computation I* (3 credits) Prerequisite: Enrolment in the Specialization or Minor in Computation Arts; or written permission of the Department. <u>This course focuses on developing students' programming abilities, beginning with basic concepts and building toward approaches of increasing complexity. Students put these concepts and techniques into practice by creating their own expressive digital media projects, exploring areas such as interactivity, play, sound, video and more.</u>

Rationale:
Rewrite to reflect that this course is now part of a two-course sequence

Resource Implications:
The proposed changes are to be made within the current credit base. It represents a reallocation of credits and does not require new credits to be implemented. (See attached chart)

Other Programs within which course is listed:

COURSE CHANGE: CART 255   New Course Number: CART 210

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[X] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Addition of note

Present Text (from 2015/2016) calendar	Proposed Text
CART ~~255~~ ***New Media Theory*** (3 credits) Prerequisite: Enrolment in a Computation Arts program or written permission of the Department. This course is a critical introduction to new media theory focusing on issues of interaction, inscription, representation, code, reproduction, spectacle, control, body and resistance. Students develop tools to undertake a critical analysis of media and technology and their social, political, economic, and cultural ramifications.	**CART 210** ***New Media Theory*** (3 credits) Prerequisite: Enrolment in a Computation Arts program or written permission of the Department. This course is a critical introduction to new media theory focusing on issues of interaction, inscription, representation, code, reproduction, spectacle, control, body and resistance. Students develop tools to undertake a critical analysis of media and technology and their social, political, economic, and cultural ramifications. *NOTE: Students who have received credit for CART 255 may not take this course for credit.*
Rationale: We're establishing a yearly course sequence for CART: 210-310-410. The re-numbering makes it clearer	
Resource Implications: None.	
Other Programs within which course is listed: BFA Major in Computation Arts Minor in Game Design	

COURSE CHANGE: CART 263   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2015/2016) calendar	**Proposed Text**
	CART 263 *Creative Computation II* (3 credits) Prerequisite: CART 253; or written permission of the Department. In this course students build on developing proficiency in programming by engaging in larger-scale project work and learning to use more sophisticated data structures, algorithms, and code reuse. Emphasis is placed developing ambitious and experimental applications that engage deeply with the underlying ideas of computation as a medium.

Rationale:
This is part of the effort to deepen the program's commitment to computational competences by requiring a two-semester engagement with programming in the first year.

Resource Implications:
The proposed changes are to be made within the current credit base. It represents a reallocation of credits and does not require new credits to be implemented. (See attached chart)

Other Programs within which course is listed:

COURSE CHANGE: CART 310   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2015/2016) calendar	Proposed Text
	CART 310 *Interaction Design Studio* (3 credits) Prerequisite: CART 210; 24 credits completed in a Computation Arts program; or written permission of the Department. This course introduces the theories and practices of interaction design. Students will learn about interaction design from the early history of computers and computation through to present-day best practice and experimental approaches still being developed. In the studio portion of the course, student apply the theory introduced by developing specific prototype works in multiple forms, including paper, video, and digital prototypes.

Rationale:
This new course is part of the effort to establish a yearly common trunk in this program, with the CART 255 - CART 310 - CART 410 sequence.

Resource Implications:
The proposed changes are to be made within the current credit base. It represents a reallocation of credits and does not require new credits to be implemented. (See attached chart)

Other Programs within which course is listed:

COURSE CHANGE: CART 315   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Design and Computation Arts
Program:	BFA Specialization in Computation Arts
Degree:	BFA
Calendar Section/Graduate Page Number:	81.90.2

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[X] Prerequisite
[ ] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2015/2016) calendar	**Proposed Text**
CART 315 *Digital Game Prototyping* (3 credits) Prerequisite: CART ~~253~~ or COMP 218 or COMP 248; or written permission of the Department. Students study specialized game technology ~~and~~ create a series of digital game prototypes. ~~They~~ are introduced to higher level programming concepts pertaining to interactive applications. Efficient approaches to the design and development of complex interactive software, such as iterative development and rapid prototyping, are experienced. *NOTE: Students who have received credit for this topic under a CART 398 number or for COMP 376 may not take this course for credit.*	**CART 315** *Digital Game Prototyping* (3 credits) Prerequisite: CART <u>263</u> or COMP 218 or COMP 248; or written permission of the Department. Students study specialized game technology, create a series of digital game prototypes, <u>and</u> are introduced to higher level programming concepts pertaining to interactive applications. Efficient approaches to the design and development of complex interactive software, such as iterative development and rapid prototyping, are <u>explored</u>. *NOTE: Students who have received credit for this topic under a CART 398 number or for COMP 376 may not take this course for credit.*
Rationale: Changing prerequisites to reflect to first year requirements in computation.	
Resource Implications: None.	
Other Programs within which course is listed:	

COURSE CHANGE: CART 351   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Design and Computation Arts
Program:	Specialization and Major in Computation Arts
Degree:	BFA
Calendar Section/Graduate Page Number:	81.90.2

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2016/2017) calendar	Proposed Text
CART 351 *Networks and Navigation* (3 credits) Prerequisite: CART 211, 212, ~~253*~~; 24 credits completed in a Computation Arts program; or written permission of the Department. In this ~~studio~~ course, students develop interactive projects that ~~take advantage~~ of networked data, redefine online communities, and experiment with new communication structures. The perceptual and aesthetic aspects of digital media are addressed in relation to the technical skill sets required for navigating and understanding the possibilities and limits of networked environments. *~~*Students in the Specialization in Computation Arts must complete CART 253.~~*	**CART 351** *Networks and Navigation* (3 credits) Prerequisite: CART 211, 212, and CART 263 or COMP 248; 24 credits completed in a Computation Arts program; or written permission of the Department. In this course, students develop interactive projects that use networked data, redefine online communities, and experiment with new communication structures. The perceptual and aesthetic aspects of digital media are addressed in relation to the technical skill sets required for navigating and understanding the possibilities and limits of networked environments.

Rationale:
CART 263 is the new programming prerequisite for CART   Computation Arts Major students take COMP 248 instead of CART 263.   The note is redundant and is therefore removed.

Resource Implications:
None.

Other Programs within which course is listed:

*D*10

COURSE CHANGE: CART 353   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number   [X] Course Title   [ ] Credit Value   [X] Prerequisite
[X] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
CART 353 *Creative Computation II* (3 credits) Prerequisite: CART ~~253~~*; 24 credits completed in a Computation Arts program; or written permission of the Department. ~~An investigation of paradigms for programming, with concentration on topics of interest to digital art and design. Through lectures, readings, and projects, students explore topics including artificial life, evolutionary computation, and real-time programming~~. *~~*Students in the Specialization in Computation Arts must complete CART 253.~~*	**CART 353** *Creative Computation III* (3 credits) Prerequisite: CART 263* or written permission of the Department. In this course, students develop their programming skills via specific technologies and design perspectives, including but not limited to: artificial life, evolutionary computation, procedural content generation, playful design, and more. The course focuses on students' own studio practice as artist-programmers and supporting their continuing exploration of the medium.

Rationale: Changes reflect the introduction of a second programming course before this one (CART 263 - Creative Computation II)

Resource Implications: None.

Other Programs within which course is listed:

*D*11

COURSE CHANGE: CART 360   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[X] Prerequisite
[ ] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2016/2017) calendar	**Proposed Text**
CART 360 *Tangible Media and Physical Computing* (3 credits) Prerequisite: CART ~~253~~*; 24 credits completed in a Computation Arts program; or written permission of the Department. This course explores the concepts of tangible media and physical computation as well as related concepts of ubiquitous computing, wearable computing, and interaction design. The focus is on conceptual development, prototyping, and implementation of tangible media and physical computing artifacts from the perspectives of technical proficiency, functionality, aesthetics, and personal/social meaning. *Students in the Specialization in Computation Arts must complete CART ~~253~~*	**CART 360** *Tangible Media and Physical Computing* (3 credits) Prerequisite: CART 263* or COMP 248; 24 credits completed in a Computation Arts program; or written permission of the Department. This course explores the concepts of tangible media and physical computation as well as related concepts of ubiquitous computing, wearable computing, and interaction design. The focus is on conceptual development, prototyping, and implementation of tangible media and physical computing artifacts from the perspectives of technical proficiency, functionality, aesthetics, and personal/social meaning. *Students in the Specialization in Computation Arts must complete CART 263.*

Rationale: Computation Arts major students take COMP 248 instead of CART 263. Also, this course's prerequisite is now the new required CART 263.

Resource Implications: None.

Other Programs within which course is listed:

COURSE CHANGE: CART 410   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number:81.90.2

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2015/2016) calendar	**Proposed Text**
	CART 410 *Research-Creation in the Computation Arts* (3 credits) Prerequisite: CART 210; CART 310; or written permission of the Department. This course consolidates and contextualises students' existing understanding of their own making practice by framing it in terms of research-creation. Related theoretical and methodological frameworks will be introduced and discussed in order to give students the language and conceptual insight to think, write, and speak convincingly about their own and others' work.

Rationale:
This is part of the program's new yearly common trunk critical thinking sequence that includes CART 255 - CART 310 - CART 410.
This course will be tested as a special topics in the year 2017-2018.

Resource Implications:
The proposed changes are to be made within the current credit base. It represents a reallocation of credits and does not require new credits to be implemented. (See attached chart.)

Other Programs within which course is listed:

COURSE CHANGE: CART 411   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:
[ ] Course Number   [ ] Course Title   [ ] Credit Value   [X] Prerequisite
[ ] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Deletion of note.

Present Text (from 2016/2017) calendar	Proposed Text
CART 411 *Project Studio I* (3 credits) Prerequisite: ~~CART 253*; CART 351;~~ 48 credits completed in a Computation Arts program; or written permission of the Department. In this studio and theory course, students integrate skills with objects, narratives, and environments. They refine both critical and practical management skills in team-based projects. ~~NOTE: Students who have received credit for CART 451 may not take this course for credit.~~ ~~*Students in the Specialization in Computation Arts must complete CART 253.~~	**CART 411** *Project Studio I* (3 credits) Prerequisite: 48 credits completed in a Computation Arts program; or written permission of the Department. In this course, students integrate skills with objects, narratives, and environments. They refine both critical and practical management skills in team-based projects.

Rationale: -CART 253 is unavoidable to get 48 CART credits, and this requirement was a problem for the CART Major students who take COMP 248 instead. -CART 451 has not been on the books for years, can remove the reference.

Resource Implications: None.

Other Programs within which course is listed:

COURSE CHANGE: CART 415   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Design and Computation Arts
Program:	BFA Specialization in Computation Arts
Degree:	BFA
Calendar Section/Graduate Page Number:	81.90.2

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[X] Prerequisite
[X] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[X] Other - Specify: Deletion of note.		

Present Text (from 2015/2016) calendar	**Proposed Text**
CART 415 *Game Studio I* (3 credits) Prerequisite: ~~CART 215;~~ CART 315 or COMP 376; or written permission of the Department. ~~This studio course considers how to construct compelling playable digital and non-digital media. A theoretical and critical understanding of play and games is established through the interaction of lectures, discussion, game playing, and game making. A wide range of game design topics are studied and engaged, including systems, player motivation, interfaces, progression, narrative, and balance. Students go through short cycles of game prototyping to better understand the relationships between mechanics design, emerging play dynamics, and the resulting aesthetic experience. Focus is put on the pursuit of innovative and expressive game concepts.~~ *~~NOTE: Students who have received credit for this topic under a CART 498 number may not take this course for credit.~~*	**CART 415 *Game Studio I*** (3 credits) Prerequisite: CART 315 or CART 353 or COMP 376; or written permission of the Department. <u>This course introduces students to experimental game design, especially through the creation of their own unconventional and expressive digital games. A theoretical and critical understanding of play and games is established through lectures, discussion, game playing, game making and critiques. Students make multiple prototype games in order to better understand relationships between design, technology and the resulting player experience.</u>
Rationale: -Relaxes requirements to ease the flow of students through the program -Description rewrite to reflect new course position in game design sequence. -Removed now irrelevant note.	
Resource Implications: None.	
Other Programs within which course is listed: Minor in Game Design	

COURSE CHANGE: CART 416   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [X] Prerequisite
[X] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [X] Other - Specify: Deletion of note

Present Text (from 2015/2016) calendar	Proposed Text
CART 416 *Game Studio II* (3 credits) Prerequisite: ~~CART 215;~~ CART 315 or COMP 376; or written permission of the Department. ~~This studio course aims at exploring more advanced topics while engaging in larger scale, team-based, iterative game development projects that support the development of portfolio material. Specific attention is given to polish, presentation, and depth. In parallel, seminars are organized to pursue student engagement with fundamental game design questions through analyses of specific game objects.~~ ~~*NOTE: Students who have received credit for this topic under a CART 498 number may not take this course for credit*~~	**CART 416** *Game Studio II* (3 credits) Prerequisite: CART 315 or CART 363 or COMP 376; or written permission of the Department. In this studio course, students engage in larger scale, team-based, iterative game development projects. Specific attention is given to the design of games that have intended purposes alongside entertainment – whether these be expressive, critical, persuasive, or educational in nature. Working in teams, students move from developing a concept around a rhetorical/experiential intention, to designing and developing a digital game prototype, and finally to examining play outcomes. Practical work is in dialogue with theory drawn from game design, game studies, and interaction design.

Rationale: -Relaxes requirements to ease the flow of students through the program -Description rewrite to reflect position in game design sequence. -Removed now irrelevant note.

Resource Implications: None.

Other Programs within which course is listed: Minor in Game Design

COURSE CHANGE: CART 433   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2015/2016) calendar	**Proposed Text**
	CART 433 *Information Design* (3 credits) Prerequisite: 48 credits in Computation Arts or written permission of the Department. This course focuses on rhetoric, visualization of information, instructions and complex text-based content. Issues of communication, simplification and clarification of content, and information architecture will be addressed through diagrams, maps and visualization of statistics. *NOTE: Students who have received credit for CART 498 Special Topics under the same course name may not take this course for credit.*

Rationale:
Creation of a new course number, name and description from the CART 498 Special Topics (cross-listed with Design). This course was consistently filled since 2014-2015 and is now an integral part of our program. The Design program is also creating this permanent course as DART 455. Enrolment for this special topic in the past three years were: 24/22 (2014), 23/22 (2015) and 23/22 (2016).

Resource Implications:
None.

Other Programs within which course is listed:
Major in Design

COURSE CHANGE: CART 451   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2015/2016) calendar	Proposed Text
	CART 451 *Networked Media Studio* (3 credits) Prerequisite: CART 351; 48 credits completed in a Computation Arts program; or written permission of the Department. This course introduces advanced topics in networked media, exploring the potential of connected technologies in multiple contexts, from their role in present day life to potential future scenarios. Special attention is given to the design rhetorics and values commonly embedded in the web and internet-enabled devices and how students can work to subvert or repurpose these conventional approaches to design.

Rationale:
This is part of the effort to offer three deeper streams of specializations and will constitute a capstone studio for the "networked media" stream. These specialized 400-level studio courses will replace the more generic CART 411 and CART 412.

Resource Implications:
The proposed changes are to be made within the current credit base. It represents a reallocation of credits and does not require new credits to be implemented. (See attached chart)

Other Programs within which course is listed:

COURSE CHANGE: CART 461   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: BFA Specialization in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2015/2016) calendar	Proposed Text
	CART 461 *Tangible Media Studio* (3 credits) Prerequisite: CART 360; 48 credits completed in a Computation Arts program; or written permission of the Department. This studio course introduces advanced topics in tangible media and the related aesthetic and interaction design challenges and opportunities. Students work together on experimental projects that push the boundaries of physical interfaces and the expressivity of installation-based digital work.

Rationale:
This is part of the effort to offer three streams of deeper specialization in the program; it is the capstone to the "Tangible media" stream.
These specialized 400-level studio courses will replace the more generic CART 411.

Resource Implications:
The proposed changes are to be made within the current credit base. It represents a reallocation of credits and does not require new credits to be implemented. (See attached chart.)

Other Programs within which course is listed:

Annex A - Credit distribution

Credit Base	90
Current offer	90

Areas

Tangible media - Interactive objects and installations
Playful media - Games
Networked media : Web and mobile applications
Common trunk

Fall	200-level: Foundation	C	300-level: Technical expertise	C	400-level: Studio	C
	CART211-Creative Computing and Network Culture	6	CART351-Networks and Navigation	3	CART415-Game Studio I	3
	CART214-Visual Form and Communication	6	CART360-Tangible Media	3	CART433-Information Design	3
	CART253-Creative Computation	6	CART361-3D Digital Production	6	CART451-Networked Media Studio	3
	CART215-Introduction to Game Design	3	CART345-Digital Typography	3	CART461-Tangible Media Studio I	3
					CART410-Critical Design	3

Winter						
	CART212-Digital Media Studio I	6	CART315-Game Prototyping	3	CART416-Game Studio II	3
	CART255-New Media Theory	3	CART362-3D Digital Production II	3	CART444-Portfolio Studio	3
	CART263-Creative Computation II	6	CART346-Real-time audio	3	CART412-Project Studio II	3
			CART310-Interface design	6		
		36		30		24

24

INTERNAL MEMORANDUM

TO: Mark Sussman, Associate Dean
             Faculty of Fine Arts

CC: Erica Howse, Academic and Student Affairs Facilitator

FROM: pk langshaw, Chair
             Rhona Richman Kenneally, Head Writer - Curriculum Committee
             Department of Design and Computation Arts

DATE: February 22, 2017

SUBJECT: Curriculum Changes for the Major in Design (DART #16)

Please accept the following curriculum changes from the Department of Design and Computation Arts with regards to the Major in Design program. These changes were approved at Department Council on October 21st, 2016.

The changes are a direct outcome of the recent Departmental Appraisal process as well as ongoing dialogue with students and faculty.

These changes will have no additional resource implications.

The department proposes the following changes to the BFA Major in Design.

(1) To reduce the Major in Design from 72 to 66 credits, to bring it closer to the number of required credits of other majors in Fine Arts. This is achieved by dropping the required number of FOFA electives from 18 to nine credits, and raising the number of "free elective" course credits from six to 12. This is advantageous for students (especially from Quebec i.e. those in the 90-credit program) who might wish to add a minor to their studies, and also to Concordia exchange students who often utilize credits from the schools they visit as "free" electives. Relevant minors that would be of interest to our students include Game Design (24 credits); Environmental Geography (24 credits); Interdisciplinary Studies in Sexuality (27 credits); Sustainability Studies (30 credits) among others.

(2) To raise the required number of 400-level elective credits that are part of the "BFA Degree Requirements" (see Appendix 1) from 12 to 15. This reinforcement of the basic structure of our program is in direct response to our recent Department Appraisal process, which indicated that some students believed the program to be

too diffuse—not focused enough—to enable them to feel comfortable about their design expertise. Fifteen required credits for design studios at the 400-level that are embedded in the program, in addition to DART 491, will ensure that students gain the necessary instruction and confidence as they focus their energies toward the particular stream(s) of design in which they will engage professionally.

As a means to add clarity to the major for students, course advising and selection—including 400-level electives—will be supported by ongoing, personalized engagement with students by department administrators, the Chair, and the Undergraduate Program Director, beginning in a student's first year. This will reinforce the incentive for students to consider the trajectory of their program in a more deliberate way and give them a clearer sense of what outcomes they can expect from the major.

(3)   Correction to the prerequisites of DART 491. This core course is meant to bring together knowledge and expertise from all other required and elective courses and should be taken in a student's final year in the Major in Design program.

(4)   To introduce a new required course, DART 493, Post-Graduation Strategies in Design. This advanced-level lecture course, unprecedented in our BFA Design program, will enable students to explore future career paths by focusing on two threads of post-graduation outcomes. One addresses professional practice and is especially relevant for students who plan to be self-employed: it will introduce business models and other for-profit or nonprofit engagement in line with our mandate of sustainable design, as well as covering such crucial matters as intellectual property and funding mechanisms. The second will be of especial interest to students planning to pursue graduate studies. It will cover such topics as strategies for effective communication of project proposals, and grant writing. Virtually all of the skills taught in either thread will be useful across the wide spectrum of career activity.

(5)   To embed four Special Topics courses into our curriculum as per Table 2 below. They are DART 349 Introduction to Web Design; DART 440 Un.bound in Perfect Print; DART 455 (cross-listed with CART 433) Information Design; and DART 456 Inter.Net.Works. These courses have run successfully for the past two or three years near, at, or over capacity, and have become an integral part of our program.

(6)   The department would like one of the courses mentioned in (4) above, DART 349 Introduction to Web Design, to serve as a 300-level prerequisite for 400-level courses in the area of "networked societies," namely DART 449 The Language of the Web, DART 450 Web Intervention, and DART 456 Inter.Net.Works. This will introduce students to key issues and practices of web design at an earlier stage, so that the 400-level courses in this area can engage in more complex and specialized themes.

Table 1: Proposed Changes to the BFA in Design curriculum

BFA DEGREE REQUIREMENTS (90, 108 and 120 credit programs)		BFA DEGREE REQUIREMENTS (90, 108 and 120 credit programs)	
MAJOR IN DESIGN (72 CRS)		**MAJOR IN DESIGN (66 CRS)**	
3 CRS	DART 261	3 CRS	DART 261
3 CRS	DART 262 or 263	3 CRS	DART 262 or 263
3 CRS	DART 221	12 CRS	DART 221, 280, 291, 292
3 CRS	DART 280	6 CRS	DART 391 and DART 392
6 CRS	DART 291 and DART 292	3 CRS	DART 380 or 349
6 CRS	DART 391 and DART 392	3 CRS	chosen from DART 300 level electives
3 CRS	DART 380 or 381	3 CRS	DART 491
3 CRS	chosen from DART 331, 332, 335, 339, 398	3 CRS	DART 492 or DART 493
		15 CRS	chosen from DART 400-level electives
6 CRS	DART 491 and DART 492		
12 CRS	chosen from DART 400-level electives	6 CRS	chosen from ARTH; ARTT; or other Fine Arts theory-based or history-based courses
6 CRS	chosen from Art History or Art Theory Electives		
		9 CRS	chosen from any Fine Arts electives (including Computation Arts)
18 CRS	chosen from Computation Arts or any Fine Arts Electives		

Table 2: proposed transition of special topics courses into permanent curriculum

course title / proposed course number		original course number	years offered	enrolled/capacity
Intro to Web Design DART 349		DART 398G/4	2014	24/22
"		DART 398G/1	2015-16	25/22
"		DART 398G/4	"	21/22
"		DART 398/4	2016-17	22/22
Un.bound in Perfect Print DART 440		DART 498H/2/A	2014-15	18/22
"		"	2015-16	22/22
"		"	2016-17	20/22
Information Design DART 455 (cross-listed)		CART 498K/2 DART 498K/2	2014-15	24/22
"		CART 498/2 DART 498/2	2015-16	23/22
"		CART 498/2 DART 498/2	2016-17	23/22
Inter.Net.Works DART 456		DART 498C/4	2015-16	23/22
"		"	2016-17	22/22

Regards,

Pk langshaw
Chair

Rhona Richman Kenneally
Head Writer – Curriculum Committee

PROGRAM CHANGE: Changes to the Design - Major

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School:	Fine Arts
Department:	Design and Computation Arts
Program:	Major in Design
Degree:	BFA
Calendar Section/Graduate Page Number:	81.90.1

Type of Change:

[ ] Editorial	[X] Requirements	[ ] Regulations	[ ] Program Deletion	[ ] New Program

Present Text (from 2016/2017) calendar	Proposed Text
Program *Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20.* *The superscript indicates credit value.* **72 BFA Major in Design** 3 DART 261^3 3 DART 262^3 or 263^3 6 DART 221^3, 280^3 6 DART 291^3, 292^3 6 DART 391^3, 392^3 3 DART 380^3 or 381^3 3 Chosen from DART 331^3, 332^3, 335^3, 339^3, 398^3 6 DART 491^3, 492^3 12 Chosen from DART 441^3, 442^3, 443^3, 444^3, 446^3, 447^3, 448^3, 449^3, 450^3, 453^3, 461^3, 462^3, 463^3, 471^3, 472^3, 498^3 6 Chosen from Art History or Art Theory electives 18 Computation Arts or other Fine Arts electives	**Program** *Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20.* *The superscript indicates credit value.* **66 BFA Major in Design** 3 DART 261^3 3 DART 262^3 or 263^3 12 DART 221^3, 280^3, 291^3, 292^3 6 DART 391^3, 392^3 3 DART 380^3 or 349^3 3 Chosen from DART 300 level electives 3 DART 491^3 3 DART 492^3 or 493^3 15 Chosen from DART 400 level electives 6 Chosen from ARTH; ARTT; or other history- or Fine Arts theory-based courses 9 Chosen from any Fine Arts electives (including Computation Arts)

Rationale:
- Reduce the Design - Major from 72 to 66 credits to bring the program closer to other Majors in the Faculty of Fine Arts.
- Increase non-DART elective courses from 12 to 18 credits to widen the range of choice for students.
- Increase the required number of 400-level electives from 12 to 15 credits to allow more concentration in one or more design areas.

Resource Implications:
None

COURSE CHANGE: DART 349   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Design
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.1

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
	DART 349 *Introduction to Web Design* (3 credits) Prerequisite: 24 credits in the Major in Design; or written permission of the Department. This studio course introduces students to such aspects of web design as graphic user interface; navigation and information hierarchies; the differences between screen and print; and user experience; and explores the challenges facing designers working in an online environment. Students create websites for multiple platforms and mobile devices, as well as experiment with innovative ways of organizing information. *NOTE: Students who have received credit for this topic under a DART 398 number may not take this course for credit.*

Rationale:
Creation of a new course number, name and description from the DART 398 AA Special Topics. This course was successfully taught since 2014 and is now an integral part of our program. This course will be a prerequisite for DART 449, 450 and 456.

Year Offered	Enrolled/Capacity
2014-2015	24/22
2015-2016	25/22
2016-2017	22/22

Resource Implications:
This course will be run within the current credit envelope and in rotation with our other courses.

Other Programs within which course is listed:

None

COURSE CHANGE: DART 440   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Design
Degree: BFA
Calendar Section/Graduate Page Number:81.90.1

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
	DART 440 Un.bound in Perfect Print (3 credits) Prerequisite: 48 credits in the Major in Design or written permission of the Department. This studio course focuses on producing a series of self-directed conceptual or thematic book works. Projects will be informed by studies of the history, craft and cultural significance of limited edition publications, unbound/bound bookworks, livres-objets and zines. *NOTE: Students who have received credit for DART 498 Special Topics Book Design may not take this course for credit.*

Rationale:
Creation of a new course number, name and description from the DART 498 Special Topics course named Book Design. This course was successfully taught since 2014-2015 and is now an integral part of our program.

Year Offered	Enrolled/Capacity
2014-2015	18/22
2015-2016	22/22
2016-2017	20/22

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: DART 449   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Design
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.1

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [X] Prerequisite
[ ] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
DART 449 *The Language of the Web* (3 credits) Prerequisite: ~~DART 491, 492 previously or concurrently;~~ 48 credits in the Major in Design; or written permission of the Department. In this studio course, students develop online applications and innovative methods for organizing and disseminating information. Issues of interactivity, navigation, and open-source media are emphasized. *NOTE: Students who have received credit for DART 410 or 411 may not take this course for credit.*	**DART 449** *The Language of the Web* (3 credits) Prerequisite: DART 349; 48 credits in the Major in Design; or written permission of the Department. In this studio course, students develop online applications and innovative methods for organizing and disseminating information. Issues of interactivity, navigation, and open-source media are emphasized. *NOTE: Students who have received credit for DART 410 or 411 may not take this course for credit.*
Rationale: The 300-level Introduction to Web Design prerequisite will give students a sense of progression in this area, and enable students' deeper engagement with more complex issues and methods undertaken in DART 449.	
Resource Implications: None	
Other Programs within which course is listed: None	

D4

COURSE CHANGE: DART 450   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Design
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.1

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[X] Prerequisite
[ ] Course Description	[ ] Editorial	[ ] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2016/2017) calendar	Proposed Text
DART 450 *Web Intervention* (3 credits) Prerequisite: ~~DART 491, 492 previously or concurrently;~~ 48 credits in the Major in Design; or written permission of the Department. In this studio course, students create socially engaged online interventions. Projects are informed by open-source culture, social media, and the effects of technological democratization. *NOTE: Students who have received credit for DART 410 or 411 may not take this course for credit.*	**DART 450** *Web Intervention* (3 credits) Prerequisite: DART 349; 48 credits in the Major in Design; or written permission of the Department. In this studio course, students create socially engaged online interventions. Projects are informed by open-source culture, social media, and the effects of technological democratization. *NOTE: Students who have received credit for DART 410 or 411 may not take this course for credit.*
Rationale: The 300-level Introduction to Web Design prerequisite will give students a sense of progression in this area, and enable students' deeper engagement with more complex issues and methods undertaken in DART 450.	
Resource Implications: None	
Other Programs within which course is listed: None	

COURSE CHANGE: DART 455   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Design
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.1

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2016/2017) calendar	Proposed Text
	DART 455 *Information Design* (3 credits) Prerequisite: 48 credits in the Major in Design or written permission of the Department. This studio course focuses on rhetoric, visualization of information, instructions and complex text-based content. Issues of communication, simplification and clarification of content, and information architecture will be addressed through diagrams, maps, and visualization of statistics. *NOTE: Students who have received credit for DART 498 Special Topics under the same course name may not take this course for credit.*

Rationale:
Creation of a new course number, name and description from the DART 498 Special Topics. This course was successfully taught since 2014-2015 and is now an integral part of our program.

Year Offered	Enrolled/Capacity
2014-2015	24/22
2015-2016	23/22
2016-2017	23/22

Resource Implications:
This course will run within the current credit envelope and in rotation with our other courses.

Other Programs within which course is listed:

BFA Major in Computation Arts and Specialization in Computation Arts under the course number CART 433 Information Design

COURSE CHANGE: DART 456   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Design
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.1

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
	DART 456 *Inter.Net.Works* (3 credits) Prerequisite: DART 349; 48 credits in the Major in Design or written permission of the Department. In this studio course students study how audio/visual information is received, perceived and utilitzed with a focus on online identity through networked strategies. Modular and flexible frameworks are implemented so that communications/portfolios are sustainable, diverse and dynamic documents, which can be expanded, revised and abbreviated for a multi-sensory experience via computers, mobile devices or as printable documents. *NOTE: Students who have taken either DART 444, or 498 Special Topics under the same course name, may not take this course for credit.*

Rationale:
Creation of a new course number, name and description from the DART 498 Special Topics. This course was successfully taught since 2015-2016 and is now an integral part of our program.

Year Offered	Enrolled/Capacity
2015-2016	23/22
2016-2017	22/22

Resource Implications:
This course will run within the current credit envelope and in rotation with our other courses.

Other Programs within which course is listed:

None

COURSE CHANGE: DART 491   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Design
Degree: BFA Design Major
Calendar Section/Graduate Page Number:81.90.1

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [X] Prerequisite
[ ] Course Description   [ ] Editorial   [ ] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
DART 491 *Discursive Design Research I* (3 credits) Prerequisite: ~~DART 391, 392; 48 credits~~ in the Major in Design; or written permission of the Department. This core theoretical course combines lectures and discussions, emphasizing the contextual and societal implications of the design process from conception to production. Multidisciplinary approaches to design research and methodology allow students to advance the discourse of their own emerging design ethic and aesthetic. *NOTE: Students who have received credit for DART 400 or 490 may not take this course for credit.*	**DART 491** *Discursive Design Research I* (3 credits) Prerequisite: Final-year* standing in the Major in Design or written permission of the Department. This core theoretical course combines lectures and discussions, emphasizing the contextual and societal implications of the design process from conception to production. Multidisciplinary approaches to design research and methodology allow students to advance the discourse of their own emerging design ethic and aesthetic. **Fewer that 33 credits remaining in degree program.* *NOTE: Students who have received credit for DART 400 or 490 may not take this course for credit.*

Rationale:
Because this core course is meant to bring together knowledge and expertise from all other required and elective courses it should be taken in a student's final year of program.

Resource Implications:
None

Other Programs within which course is listed:
None

COURSE CHANGE: DART 493   New Course Number:

Proposed [X] Undergraduate or [ ] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Design
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.1

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2016/2017) calendar	**Proposed Text**
	DART 493 *Post-Graduation Strategies in Design* (3 credits) Prerequisite: DART 491 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. In this seminar course, students will have the opportunity to explore both subject matter related to professional practice and to graduate studies. Topics related to the former include eco-focused business or sustainable business models, eco-conscious design practice, time planning strategies, intellectual propperty (copyrights, patents), funding models and business start-ups. Topics related to potential graduate studies include grant writing, selection of graduate programs, and research project proposals.

Rationale:
This advanced-level lecture course will empower students to think more strategically about career choices after completion of their BFA Design degree.

Resource Implications:
This course will run within the current credit envelope and with our other courses.

Other Programs within which course is listed:
None

D9

INTERNAL MEMORANDUM

TO: **Mark Sussman, Associate Dean**
Faculty of Fine Arts

CC: **Erica Howse**, Academic and Student Affairs Facilitator

FROM: **pk langshaw**, Chair
Martin Racine, Graduate Program Director
Department of Design and Computation Arts

DATE: February 6, 2017

SUBJECT: Curriculum Changes for the Master of Design (DART #17)

Please accept the following curriculum changes from the Department of Design and Computation Arts with regards to the Master of Design program. These changes were approved at Department Council on October 21, 2016.

The underlying rationale for the changes are a direct outcome of the recent Departmental Appraisal process as well as ongoing dialogue with students and faculty.

These changes will have no additional resource implications.

The department is requesting permission to make four curriculum changes in our new Master of Design program. The M.Des is a new program (introduced in September 2016) and the department realizes the need to add special courses in our curriculum to accommodate specific objectives: 1) Directed Study I and II, 2) Professional Internship I and II, 3) Special Topics in Indigenous Design and Art, and 4) Special Topics in Design Research.

1) Directed Study I and II

A number of students need to do specific research activities concerning their research creation project, such as directed readings or prototyping and testing. The current curriculum does not allow this.

2) Professional Internship I and II

Students may have great opportunities to integrate their research activities while doing a professional internship in a design service bureau, a not for profit organization (NGO) or have the occasion to do an artist residency. Allowing collaborations and outreach initiatives will be to the benefit of our students and our program.

3) Special Topics in Contemporary Indigenous Art and Design

The Department has a keen interest in sensitizing students to Indigenous Studies. Professor Jason Lewis is a University Research Chair in Computational Media and the Indigenous Future Imaginary. This seminar would be a great contribution in attracting and accommodating the growing number of students in first nations, indigenous studies and research creation at Concordia University.

4) Special Topics in Design Research

The Department would like to have the option of offering a class that can accommodate special circumstances such as special events and conferences or invited lecturers. The department also needs the flexibility to integrate topics that are relevant to the evolution of design research, for example design and health, service design, gender issues in design.

Thank you for considering these curriculum additions.

Kind regards,

pk Langshaw

Martin Racine

COURSE CHANGE: DART 634   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Masters in Design
Degree: M.Des
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
	DART 634 *Special Topics in Contemporary Indigenous Art and Design* (3 credits) Topics may address a range of critical perspectives on contemporary Indigenous art and design in terms of the aesthetic, political, and cultural issues such work illuminates. The course focuses on digital media but encompasses other forms of Indigenous creative practice, including visual arts, performance, and writing, as pertinent.

Rationale:
The Master of Design is a new program - implemented in September 2016. The Department has an interest in sensitizing students to the Indigenous Studies. This seminar course would be a great contribution in attracting a larger pool of students.

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: DART 635   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Masters in Design
Degree: M.Des
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
	DART 635 *Special Topics in Design Research* **(3 credits)** Topics may address a range of critical perspectives relevant to the evolution of design research.

Rationale:
The Master of Design is a new program - implemented in September 2016.   A special topics course gives the department the flexibility to integrate topics that are relevant to the evolution of design research and accomodate the participation in special events and visiting lecturers.

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: DART 651   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2016/2017) calendar	Proposed Text
This course does not exist.	**DART 651** *Directed Study I* **(3 credits)** Prerequisites: Written permission of a Faculty Thesis Advisor and the Graduate Program Director. Students may enrol in a directed study under faculty supervision in order to undertake a specialized study of theoretical or research-creation related topics. *NOTE: Students may count a maximum of six credits in directed studies towards their degree program.*

Rationale:
The Master of Design is a new program - implemented in September 2016. The department is adding a Directed Study course to allow students to focus on a specific topic for their research-creation project.

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: DART 652   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
	DART 652 *Directed Study II* (3 credits) Prerequisites: Written permission of a Faculty Thesis Advisor and the Graduate Program Director. Students may enrol in a directed study under faculty supervision in order to undertake a specialized study of theoretical or research-creation related topics. *NOTE: Students may count a maximum of six credits in directed studies towards their degree program.*

Rationale:
The Master of Design is a new program - implemented in September 2016. The department is adding a Directed Study course to allow students to focus on a specific topic for their research-creation project.

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: DART 671   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of Design
Degree: M.Des
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number	[ ] Course Title	[ ] Credit Value	[ ] Prerequisite
[ ] Course Description	[ ] Editorial	[X] New Course	
[ ] Course Deletion	[ ] Other - Specify:		

Present Text (from 2016/2017) calendar	Proposed Text
	DART 671 *Professional Internship I* (3 credits) Prerequisites: A clearly defined written agreement between the student intern and the employer and written permission from a full-time faculty supervisor and the Graduate Program Director. This course provides an opportunity for students to further develop their design research in a design firm, cultural organization or residency. *NOTE: Students may count a maximum of six credits in professional internships towards their degree program.*

Rationale:
The Master of Design program was implemented in September 2016. The department would like to accommodate students who have the opportunity to work on their research-creation project while doing a professional internship or a residency in a cultural organization.

Resource Implications:
None

Other Programs within which course is listed:

None

COURSE CHANGE: DART 672   New Course Number:

Proposed [ ] Undergraduate or [X] Graduate Curriculum Changes

Calendar for academic year: 2018/2019
Implementation Month/Year: September 2018

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Master of design
Degree: M.Des
Calendar Section/Graduate Page Number:

Type of Change:

[ ] Course Number   [ ] Course Title   [ ] Credit Value   [ ] Prerequisite
[ ] Course Description   [ ] Editorial   [X] New Course
[ ] Course Deletion   [ ] Other - Specify:

Present Text (from 2016/2017) calendar	Proposed Text
	DART 672 *Professional Internship II* (3 credits) Prerequisites: A clearly defined written agreement between the student intern and the employer and written permission from a full-time faculty supervisor and the Graduate Program Director. This course provides an opportunity for students to further develop their design research in a design firm, cultural organization or residency. *NOTE: Students may count a maximum of six credits in professional internships towards their degree program.*

Rationale:
The Master of Design program was implemented in September 2016. The department would like to accommodate students who have the opportunity to work on their research-creation project while doing a professional internship or a residency in a cultural organization.

Resource Implications:
None

Other Programs within which course is listed:

None

Report for Faculty Council – March 17, 2017

Ana Cappelluto, Associate Dean, Planning and Academic Facilities

Facilities Active Project:

- *#2015-063 VA Vestibule scheduled for approximate May 2017 completion*

- *#2015-007 Retrofit of MB9 – Effect on MB8 (Music department) and MB7 (Theatre and Dance department) Contract awarded to Sutera Inc. Construction is underway.*

- *HB130 auditorium renovation scheduled for February to August 2017*

Facilities overall:

- **Bicycle racks – Additional bike racks will be installed at the VA building location as well as throughout the campus.**
- *Faculty wide machine assessment under way. Fine Arts units have three years to complete all recommendations. Costs involved to be funded from Faculty's operating budget. Fine Arts estimated cost over three years is $100K*
- *Safety training –*
    - *WHMIS training offered online and through workshops – students, staff and faculty must ensure they have valid certification. Register for January and February 2017 sessions here: https://www.concordia.ca/campus-life/safety/fine-arts-safety.html*
    - *Supervisor safety training – rollout of program in 2017 by Environmental Health and Safety.*

CDA projects

Ongoing/Active

- *IT Capital Request Process for 2017-18. Information gathering is completed.   The process to request funding is in process.*
    - *Teaching computer labs – This category includes Fine Arts computers in edit suites and technical centres and academic software*
    - *Faculty and staff computers and software*
    - *Classroom fixed audio-visual new installations*
    - *Classroom Presentation Computers*

Report of the Associate Dean, Research

March 17, 2017

Prepared by Joanna Berzowska with Lyse Larose and Donna Caputo

1. External Grants

It's been another busy season of external grant applications: our office received and processed 3 SSHRC Insight Development Grant applications (Ghosh, Studio Arts; Levin, Post Doc, Theatre; and Winton, LTA, Cinema); two letters of intent (LOI) for SSHRC Partnership Grants (Jemtrud, DCART; Igloliorte, Art History), and one application for SSHRC Connection (Neves, Cinema. Good luck to all applicants!!

2. OVPRGS Internal Funding Programs

The Faculty Research Committee (FRC) met on February 6 & 13 to adjudicate applications to the Facilities Optimization, Individual Start Up / Accelerator, Team Start Up / Accelerator and ARRE programs. The FRC's recommendations were forwarded to the OVPRGS on February 27.
Results and notices of awards are expected to be announced by the OVPRGS by March 31.

3. Faculty Awards

We have received one nomination for the 2017 Provost's Circle of Distinction, which has been enthusiastically forwarded to the Provost.
We have received no nominations for the 2017 University Research Awards.
We have received no nominations for the 2017 Petro-Canada Young Innovator Award.

4. Graduate Studies / Awards

The deadline for graduate program directors to submit their **Graduate Student Travel Award** nominations to my office is **March 27**

5. 2017 Claudine and Stephen Bronfman Fellowship in Contemporary Art

Following rigorous internal and external juries, this year's Concordia Bronfman fellow was selected from an excellent shortlist. The winner's name will be announced at an awards ceremony taking place at UQAM on April 27, 2017.

The final exhibition for *2015 Bronfman Fellow* Velibor Bozovic entitled "*Nothing Will Surprise You Here*"
is taking place at Dazibao from April 13 to June 17, 2017 (http://www.dazibao.org).

6. 2017 Jorisch Family Artist Residency

We received a total of 8 applications. The Faculty Research Committee (FRC) will be meeting next week to adjudicate the applications. We expect to announce the winner's name by mid-April.

7. Concordia Undergraduate Student Research Award (CUSRA)

Our Office received a total of 12 applications (4 Design & Computation Arts; 3 Studio Arts; 2 Art History; 1 Art Education; 1 Cinema; 1 Contemporary Dance).