

Proposal
For A Degree-Level
Creative Advertising Bridging Program
That Bridges
Graduates of the Two-Year Advertising & Graphic Design
Diploma and the Three-Year Graphic Design Advanced
Diploma Programs
Into
Humber's Baccalaureate in Creative Advertising

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Prepared for Submission by:
Humber College Institute of Technology and Advanced Learning
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Operating Name of Organization: Humber Institute of Technology and Advanced Learning
Common Acronym of Organization (if applicable):
URL for Organization Homepage (if applicable): www.humber.ca
Proposed Degree Nomenclature: Change to Consent: Bachelor of Applied Arts (Creative Advertising) Addition of Diploma to Degree Transfer Arrangements
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Abstract:

This paper recommends a baccalaureate-level bridging program through which qualifying *Advertising and Graphic Design Diploma* and *Graphic Design Advanced Diploma* program graduates can enter Humber's *Creative Advertising Baccalaureate*. Eligible graduates must have a 75% GPA in the final year of their diploma studies and meet the baccalaureate math and English admission requirements. The proposed curriculum covers the skill, knowledge and content shortfalls in both professional studies and breadth education identified through a formal 'program learning outcome gap analysis'.

Notably, the proposed bridging curriculum includes degree-level courses to be taken prior to baccalaureate studies and several that could be taken concurrently but scheduled so that they do not add to the student's workload. Faculty experts have confirmed that the admission requirements, the block transfer credit provisions, assignment and grading requirements and the sequencing of bridging program courses meet all Creative Advertising degree program prerequisite and co-requisite requirements.

The methodology for developing this program is explained in some detail.

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1. Introduction to Humber Institute:

Humber Institute of Technology and Advanced Learning serves 17,000 full-time students ranging from baccalaureate and post-baccalaureate programs to apprenticeships. The college has approval to offer 9 degree programs under its own name, teaches the University of New Brunswick Baccalaureate in Nursing under a partnership with UNB and teaches half of each semester's integrated diploma/degree curriculum to 2,200 University of Guelph-Humber students. Additionally, Humber's own career-focused post-baccalaureate programs annually bring over 2,000 university graduates to the campus.

The Institute also has a good deal of experience with diploma-to-degree transfer, particularly with Bishops, York, Ryerson and the British Columbia Open University. The analysis of transfer data with York University demonstrates that Humber transfer students perform "...as well or better..." than those entering university studies directly from high school. Recent experience with transfer students entering University of Guelph-Humber programs suggests that there is a significant overlap between diploma and degree studies – a fact that is necessitating the implementation of a carefully structured, relevant bridging program.

Humber's application for ITAL status included a commitment to the Minister to provide to qualifying students multiple pathways to higher studies and credentials. In this context, it is committed to Humanities education and houses the largest Humanities Division in the provincial college system (with over 100 full-time faculty with graduate and Ph.D. backgrounds in English and Liberal Studies). For decades, Humber Humanities courses have been accepted by Ontario universities as baccalaureate transfer credits.

Humber brings experience in transfer programming, teaching over 3,000 degree students with respected university partners and, more recently, its own baccalaureate programs. While we approach each initiative as an opportunity to learn and improve, we have an established record of degree and post-degree program quality.

2. Introduction to the Proposal:

As stated in Humber's formal proposal for Institute of Technology and Advanced Learning (ITAL) status, baccalaureate programs at this college are intended to provide students with greater flexibility to pursue a variety of educational pathways. A critical part of this commitment is barrier-free transferability between diploma and degree programs – an objective advocated by the Council of Ministers of Education Canada.

Interest surveys indicate that some students from Humber's Graphic Design Advanced Diploma and Advertising and Graphic Design Diploma programs are interested in transferring into the Baccalaureate in Creative Advertising. This proposal is designed to permit the efficient diploma-to-degree transfer of those students who have earned a 75% GPA in their final year of diploma study.

Given the typical absence of common curriculum in Ontario, one tends not to find one-for-one equivalency between baccalaureate and diploma learning outcomes. Recognizing this,

provincial universities typically compromise by allowing some credit transfer for a limited number of similar diploma courses. This report identifies the actual learning outcomes gap between an applicant's Advertising and Graphic Design Diploma or Graphic Design Advanced Diploma studies and the Creative Advertising degree program. It recommends a bridging program to fill any "learning outcomes gaps". This degree-level bridging program, the accompanying block transfer of degree-equivalent diploma credits, and the successful completion of the remaining semesters of the Baccalaureate allow a transfer student to meet the degree requirements in the shortest justifiable time.

This proposal addresses three fundamental issues:

- First, it uses a program-level "learning outcomes gap analysis" to identify the skills and knowledge gap between the related diploma and baccalaureate program. Additionally, it assesses the "breadth content gap" between relevant diploma curriculum and the degree's breadth requirements.
- Second, it recommends an intensive baccalaureate-level program to bridge qualifying diploma graduates into the Creative Advertising Baccalaureate program with the maximum justifiable recognition of prior learning.
- Third, it provides the policies which have been put in place to ensure the credibility of the Baccalaureate.

This proposal conforms to the principles underlying the college's current transfer policies, follows relevant PEQAB requirements and has been developed in consultation with the baccalaureate faculty and the Chair of Humber's Academic Policy Committee.

3. The Process for Identifying the Difference Between the Related Advertising and Graphic Design Diplomas and the Creative Advertising Baccalaureate Programs:

Humber's methodology for identifying and bridging the learning gaps that inevitably exist between parallel diploma and degree programs has been well documented in our earlier PEQAB Bridging Program proposals. The process involves:

- a) Establishing that the Bridging Program admission requirement is a 75%¹ GPA in the final year of the related diploma program. (See Appendix A for Humber's Transfer and Bridging Policy.)
- b) Comparing the program-level learning outcomes and identifying the 'learning outcomes gap' by describing the differences in skills and knowledge (Appendix D).

¹ In Humber's *diploma* programs, grades of 76% to 79% reflect a B+. For baccalaureates offered through the University of Guelph, the University of Guelph-Humber and Humber, a B+ is equivalent to 77% to 79.

The report also compares the programs' breadth curriculum from a content perspective (Appendix F).

- c) Developing a "Bridging Program" curriculum that will (i) bridge the learning outcomes and breadth content gap up to the point of a student's transfer into the degree program and (ii) confirm each student's ability to handle the baccalaureate program at that level.

Attached (Appendix B and C) are the program learning outcomes that graduates of the related Diplomas (*Graphic Design* and *Advertising and Graphic Design*) and the Creative Advertising Degree (*Humber's PEQAB Proposal for the Baccalaureate Program*) are expected to master.

The Creative Advertising Baccalaureate curriculum reflects an interdisciplinary approach and places the practical applications of lab courses into the conceptual frameworks learned in the more theoretical courses. This integration of the curriculum complicates the traditional course-to-course comparisons for the purpose of credit transfer approval. While course-to-course comparisons provide evidence of rigour in the credit granting process, Prior Learning Assessment and Review (PLAR) literature recommends the comparison of program learning outcomes. This model was adopted to avoid the inflexibility (and sometimes unfairness) of granting academic credit solely on a course-to-course basis.

This gap analysis compares the provincial standard for the Advertising and Graphic Design Diploma and Graphic Design Advanced Diploma with Humber's Creative Advertising Baccalaureate curriculum. The provincial standard is used for the diploma in an effort to develop a bridging program that would be equally relevant to graduates of similar programs offered by other colleges as well as Humber alumni who have not studied the current curriculum.

Humber adopted a "course-by-course approval" methodology to grant baccalaureate-level breadth transfer credits for qualifying general education offered as part of a diploma program. This practice has particular applicability to the comparison of breadth-of-study requirements given that PEQAB and most universities have adopted a similar approach. Each decision follows the process and criteria outlined in Appendix G. The potential block transfer of breadth credits is detailed below and summarized in Appendix F.

4. Identifying the Learning Outcomes Gaps between Related Diploma Programs and the Baccalaureate in Creative Advertising:

In general, Humber's learning outcome gap analyses consistently found several significant differences between degree and diploma curricula. These differences typically reflect the nature and depth of baccalaureate and diploma study. Also, they have been validated with faculty who teach Humber diploma courses and similar degree courses in regional universities. These frequently identified significant differences have been found to be:

- the richness of understanding of the theoretical models used to contextualize;
- the rigour of research thinking and methodology;

- the level of analysis including the appropriate selection and application of relevant theoretical frameworks, rigour and comprehensiveness of research, understanding of statistical evidence and clarity of presentation; and
- the strength and sustainability of oral and written argumentation.

Following this established practice, the Creative Advertising Baccalaureate program learning outcomes and breadth content were compared separately to those of the two-year Advertising and Graphic Design Diploma, the three-year Graphic Design Advanced Diploma and the first two years of the Graphic Design Advanced Diploma.

The program level learning outcomes gap analysis is presented in total in Appendix D following the format requested by PEQAB. This four column chart lists a) the learning outcomes for the degree in column one, b) the comparative learning outcomes for the related diploma program in column 2, c) a summary of the gap between the two sets of related learning outcomes in column 3 and d) the planned method of bridging and mastering the learning gaps in column 4.

The Breadth gaps between related diploma studies and the Creative Advertising Baccalaureate have been assessed based on content. This approach is consistent with PEQAB approved practice and allows this proposal to demonstrate the close parallel between the required criteria and Humber Institute's breadth policies. The breadth content gaps are summarized in Appendix F.

It has also been noted that the minimum admission requirements for the degree are different than those for the diploma. Humber's proposal requires transfer students to meet the degree's published admission requirements to be accepted into the bridging program.

The learning outcomes gaps are listed in the following section under the heading of the courses to be included in the bridging program.

5. Gaps Bridged:

The prior section summarized four typical differences in the nature and depth of degree and diploma study. Humber's bridging programs address these differences through courses that:

- 'fill' the skills and knowledge gaps;
- require students to demonstrate 'mastery' of academic and professional skills and knowledge at the level of the degree classes into which they will transfer; and
- hold on to file samples of evaluated student work for the purpose of ongoing program evaluation and external review.

Also, some otherwise eligible diploma graduates may not meet the degree admission requirements. Provisions have been made for any student to meet English or Math admission requirements through full- or part-time study.

i) **Bridging the Learning Outcomes Gaps between the Two-Year Advertising and Graphic Design Diploma and the First Two Years of Humber's Baccalaureate in Creative Advertising.**

Drawing from Appendix D the development team clustered the learning outcomes gaps between the Advertising and Graphic Design Diploma and the first two years of the Baccalaureate. These are summarized under the heading of the course titles included in the proposed Bridging Program. The gap clusters are:

1. Statistics:

- Use standard measurement, analysis and explanatory tools to support analytical thinking.
- Apply concepts of probability and sampling distribution theory to analyse consumer communications cases.
- Perform hypothesis tests, assess positive and negative correlations and multiple regressions to assess problems and options in the context of advertising cases and the assessment of impact.
- Employ standard statistical software to display and analyse data relevant to the effectiveness of advertising alternatives.

2. Research Methods:

- Select and apply appropriate research techniques to assess market demand, to analyse the relevant characteristics and receptiveness of target markets and evaluate communications strategy effectiveness.
- Select and apply both qualitative and quantitative research methodologies; understand and use them in formulating, presenting and evaluating the impact of communications strategies on consumer behaviour.
- Develop and apply research tools to answer specific advertising questions.
- Select and apply appropriate media research and data analysis software.

3. Art of Persuasion:

- Understand and apply the theoretical frameworks used in the analysis and communications of 'persuasion strategies' as they apply in different intellectual, psychological, sociological and cultural contexts.

4. Ethics and Moral Theory:

- Explain how acceptable behavioural norms vary by geography, culture, socio-economic background, age and spiritual affiliation.
- Analyze, interpret and articulate potentially sensitive information in its ethical and moral context.
- Apply relevant theoretical frameworks to the analysis of values-sensitive communications challenges in advertising and to choosing from among messaging options.

5. Sociology of Consumption:

- Apply sociological frameworks to contextualize, analyse, discuss and answer questions about patterns of consumption.
- Apply relevant analytical models through which cultural, economic, ethical, global, historical and societal differences that affect consumption can be identified, analysed and influenced.

6. Breadth:

The Creative Advertising Baccalaureate requires the successful completion of 14 breadth half-course credits. The calculation of the breadth content gap summarized in Appendix F makes two assumptions:

1. that transfer students bring a breadth 'block credit transfer' of up to four qualifying half-courses that meet the college's criteria for degree-level breadth credit transfer (see Appendix G for the criteria); and
2. that the curriculum of the final four in-college baccalaureate semesters includes five breadth half-courses.

The gap in breadth content between Diploma completion and entry into the third year of the Baccalaureate program is, therefore, equivalent to five breadth half-courses.

The Bridging Program provides five breadth half-course equivalencies:

1. *'Research Methods'* OR *'Qualitative Research Methods in Advertising'* AND *'Creative Research Seminar'*,
2. *2 Breadth Electives*
3. *'Sociology of Consumption'*
4. *'Ethics and Moral Theory'*

Each of these courses been approved as a breadth course through the PEQAB baccalaureate approval process.

In summary, the "Advertising and Graphic Design Diploma to Creative Advertising Baccalaureate Bridging Program" requires qualifying Diploma graduates to successfully complete the following five courses prior to entry into the third year of the Baccalaureate program:

1. *Research Methods*
2. *2 third year baccalaureate half-course breadth electives*
3. *Sociology of Consumption*
4. *Ethics and Moral Theory.*

In place of the third year degree program *breadth electives*, transfer students will complete *Art of Persuasion* in the fifth semester and either *Statistics* OR *Interpreting Data for Advertising* in the sixth. This schedule keeps the student workload well within the range of typical baccalaureate study and completes all first to sixth semester baccalaureate requirements just in time for progression into the seventh semester of the degree program.

With its university partners, the college also offers equivalent baccalaureate-level courses approved by the University of Guelph and the University of New Brunswick to students in joint University of Guelph – Humber programs and UNB's Baccalaureate in Nursing. This affords even greater flexibility to approved transfer students who must 'bridge' greater or different 'learning outcomes gaps'.

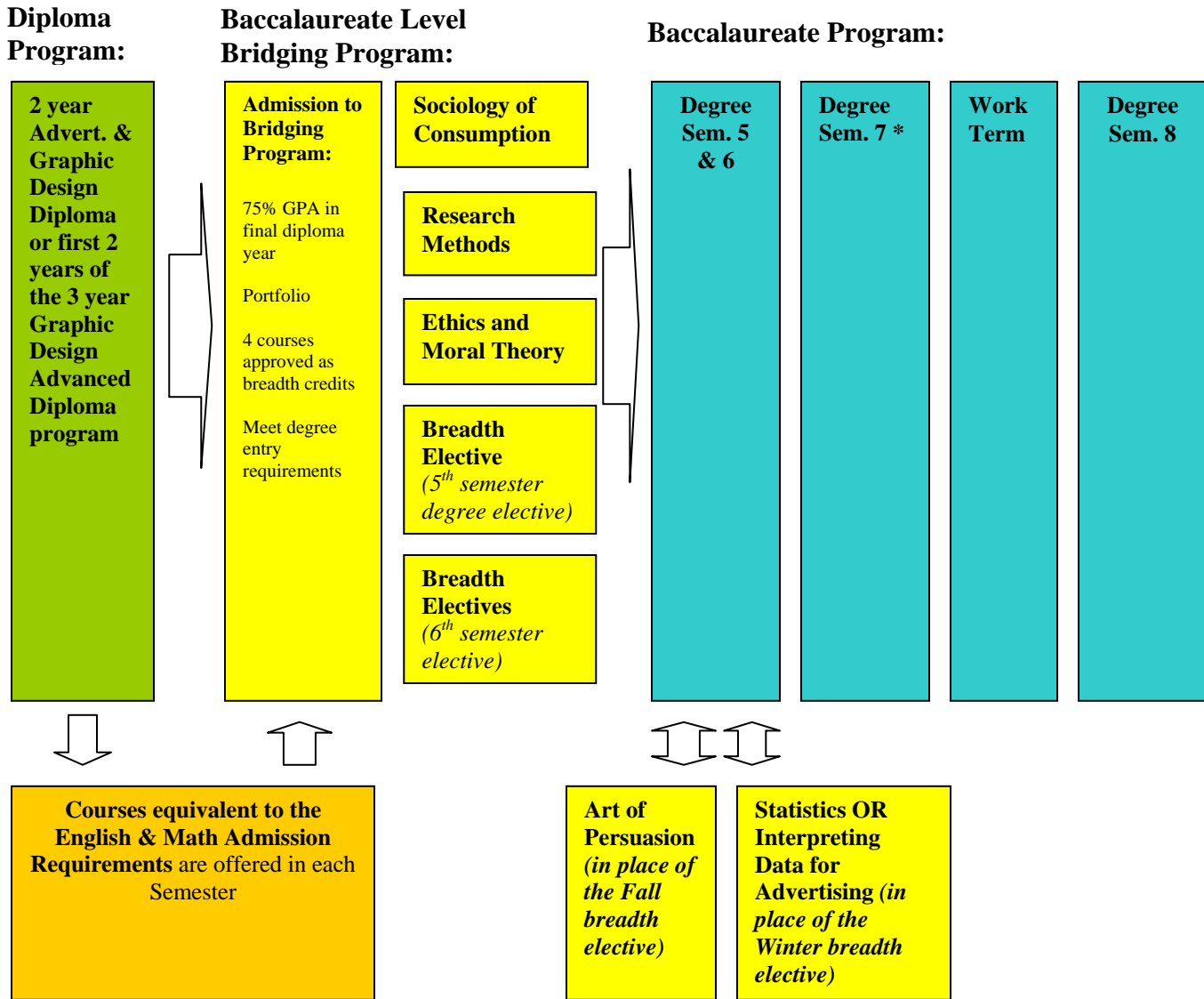
The Bridging Program is presented in diagrammatic form in Illustration #1 below.

ii) **Bridging the Learning Outcomes Gaps between the First Two Years of the Graphic Design Diploma Program and the First Two Years of Humber's Baccalaureate in Creative Advertising.**

The analysis of the learning outcomes gaps between the three-year Graphic Design Advanced Diploma and the Baccalaureate in Creative Advertising were reviewed in some detail. The learning outcome gaps between the first two years of study in the Graphic Design Diploma and the Creative Advertising Degree programs are very similar to the Advertising and Graphic Design Diploma / Creative Advertising Degree gap. This assessment concluded that qualifying transfer students could efficiently and effectively transfer at the end of their second year of diploma study and enter the third year of degree study after successful completion of the same bridging program (Illustration #1).

Illustration #1

Bridging from the 2 Year Advertising and Graphic Design Diploma or the End of the 2nd Year of the Graphic Design Advanced Diploma into the 3rd Year of the Baccalaureate in Creative Advertising



Note *: All 1st to 6th semester baccalaureate requirements must be successfully completed for entry into the 7th semester of the Creative Advertising Degree program.

iii) **Bridging the Learning Outcome Gaps between Completion of the Graphic Design Advanced Diploma Program and the First Three Years of Humber's Baccalaureate in Creative Advertising.**

The development team also reviewed the three-year Graphic Design Advanced Diploma/Creative Advertising Degree learning outcomes gaps (Appendix D). The following lists the learning outcomes gaps under the headings of the courses that would be included in the recommended bridging program.

1. Statistics:

- Use standard measurement, analysis and explanatory tools to support analytical thinking.
- Apply concepts of probability and sampling distribution theory to analyse consumer communications cases.
- Perform hypothesis tests, assess positive and negative correlations and multiple regressions to assess problems and options in the context of advertising cases and the assessment of impact.
- Employ standard statistical software to display and analyse data relevant to the effectiveness of advertising alternatives.

2. Research Methods:

- Select and apply appropriate research techniques to assess market demand, to analyse the relevant characteristics and receptiveness of target markets and to evaluate communications strategy effectiveness.
- Select and apply both qualitative and quantitative research methodologies; understand and use them in formulating, presenting and evaluating the impact of communications strategies on consumer behaviour.
- Develop and apply research tools to answer specific advertising questions.
- Select and apply appropriate media research and data analysis software.

3. Art of Persuasion:

- Understand and apply the theoretical frameworks used in the analysis and communications of 'persuasion strategies' as they apply in different intellectual, psychological, sociological and cultural contexts.

4. Ethics and Moral Theory:

- Explain how acceptable behavioural norms vary by geography, culture, socio-economic background, age and spiritual affiliation.
- Analyze, interpret and articulate potentially sensitive information in their ethical and moral context.
- Apply relevant theoretical frameworks to the analysis of values-sensitive communications challenges in advertising and to choosing from among messaging options.

5. Sociology of Consumption:

- Apply sociological frameworks to contextualize, analyse, discuss and answer questions about patterns of consumption.
- Apply relevant analytical models through which cultural, economic, ethical, global, historical and societal differences that affect consumption can be identified, analysed and influenced.

6. Breadth:

The Creative Advertising Baccalaureate requires the successful completion of 14 degree-level breadth half-course credits or their equivalent. The calculation of the breadth content gap makes two assumptions:

1. that transfer students can bring a breadth 'block credit transfer' of up to six qualifying half-courses that meet the college's criteria for degree-level breadth credit transfer. (The criteria for breadth equivalency are listed in Appendix G); and
2. that the final two academic semesters of the Baccalaureate require the completion of two more breadth half-courses.

The gap in breadth content between Diploma completion and the beginning of the fourth year of the Baccalaureate program is, therefore, equivalent to six breadth half-courses (the analysis is summarized in Appendix F):

1. *'Statistics'* OR *'Interpreting Data for Advertising'*,
2. *'Research Methods'* OR *'Qualitative Research Methods in Advertising'* AND *'Creative Research Seminar'*,
3. *'Sociology of Consumption'*,
4. *'Art of Persuasion'*,
5. *'Ethics and Moral Theory'*, and
6. *a breadth elective.*

Each of these courses has been approved as a baccalaureate breadth course through the PEQAB approval process.

The development team and faculty subject experts agree that qualifying three-year Graphic Design Advanced Diploma graduates with a 75% graduating year average, who meet admission requirements, who submit an acceptable portfolio and who pass the required degree-level bridging courses will have demonstrated the skills and knowledge to be successful in the fourth year of degree study. The *'Art of Persuasion'* course is scheduled in the seventh semester in place of an elective breadth course completed as part of the bridging curriculum.

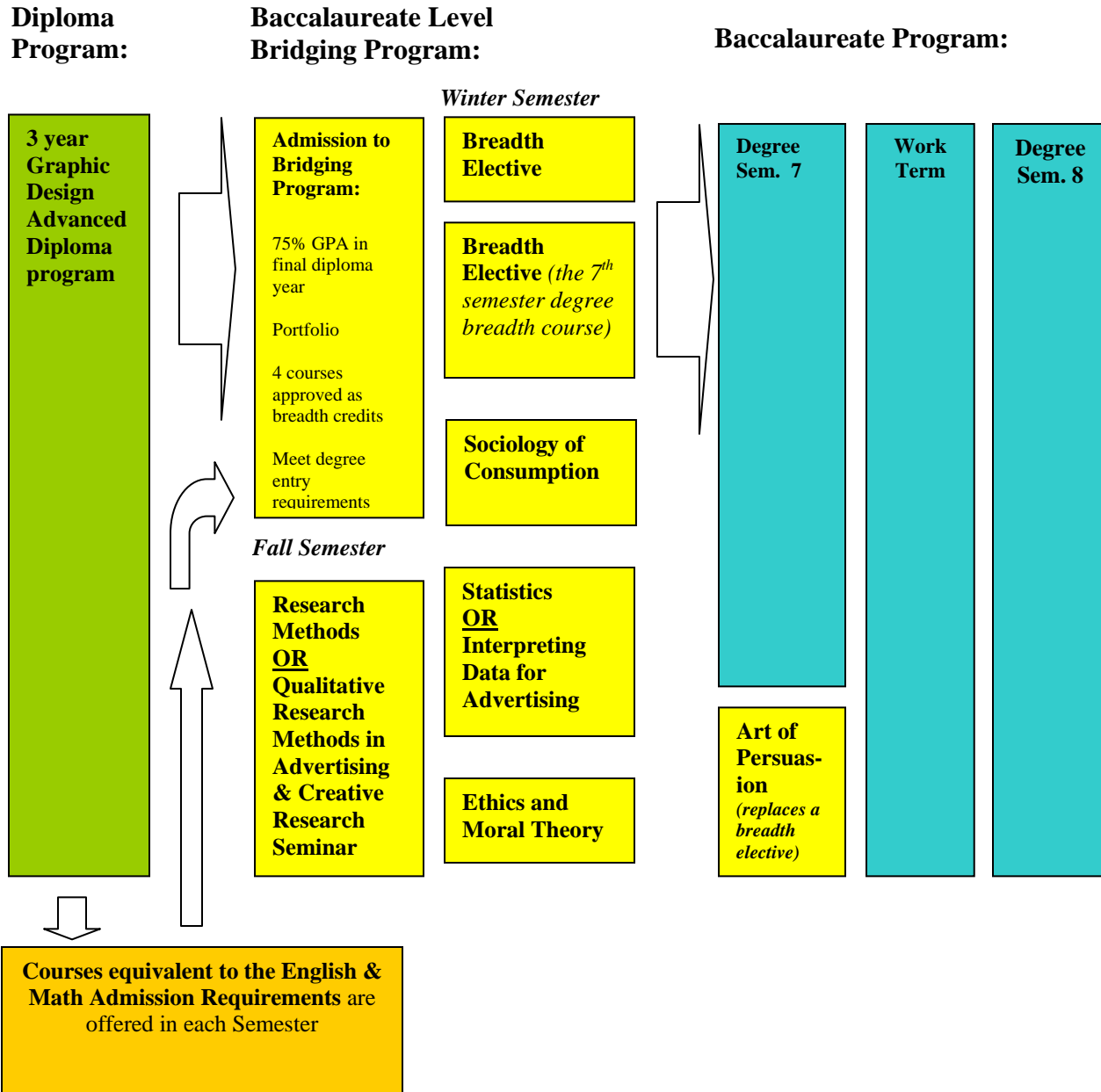
The development team has highlighted two factors influencing the course scheduling for the bridging program:

- i) it is recommended that the *Research Methods* requirement (EITHER *Research Methods* OR *Qualitative Research Methods in Advertising* AND *Creative Research Seminar*) be completed prior to admission to the Bridging Program but it must be met prior to entry into the seventh semester of the degree;
- ii) the bridging curriculum includes a seventh semester baccalaureate breadth elective. Transfer students will complete the *Art of Persuasion* in place of this seventh semester elective.

The program is reflected in diagrammatic form in the following illustration.

Illustration #2

Bridging from the 3-Year Graphic Design Advanced Diploma Graduates into the 4th Year of the Baccalaureate in Creative Advertising



Note: Please see above for explanations regarding the rationale for the scheduling of each course.

The Creative Advertising program was proposed and approved on condition that Humber will meet its commitments to provide the necessary faculty, study, software, learning, lab and work-placement resources critical to its quality and success. These resources are being put in place on schedule and as required. Students in the bridging program will have access to all of the required baccalaureate-level learning resources and will be expected to meet the same degree-level standards as students entering the degree in the first year.

As noted in the introduction, we are confident that our research, planning, consultation and experience assure us that this program will effectively prepare transfer students to integrate successfully into the baccalaureate program and typically progress at an average or above-average rate. However, the college will collect a range of student success data and the school will annually track transfer student progress. Wherever the review process identifies weaknesses in the program or its policies, changes will be proposed and implemented.

6. Structural Guidelines and Policies Governing the Creative Advertising Bridging Program:

6.1 Admissions to the Bridging Program:

- Completion of a qualifying two-year Advertising and Graphic Design program OR the first two years of the three-year Graphic Design Advanced Diploma OR graduation from the three-year Graphic Design Advanced Diploma with a final year GPA of 75%
- Submission of a professional Creative Advertising portfolio reflecting design skills, problem analysis and professional written and visual communication skills at the level of degree entry
- A university-level Grade 12 Math earned at 65% or DMAT100 or equivalent
- A university-level Grade 12 English earned at 65% or equivalent
- Admission to the bridging program also offers 'conditional admission' to the Creative Advertising Baccalaureate (conditional on meeting all bridging program and degree program admission requirements).

6.2 Grading:

- Grading will reflect third year baccalaureate-level intellectual ability, knowledge, communications skills and professional design applications

6.3 Faculty:

- Faculty will have taught courses at the degree level and have met the college's requirements for baccalaureate teaching.

6.4 Curriculum:

- All course outlines are included in Appendix E.

6.5 Credit Transfer:

- For degree transfer, diploma breadth credits must be earned at 75% and meet the college's breadth criteria (Appendix G)
- A block transfer of credits towards the baccalaureate program will be assigned upon successful completion of the Creative Advertising Bridging Program.

6.6 Program Review and Quality Assurance:

- All college programs are reviewed informally each year and formally assessed, both internally and externally, on a five-year cycle.
- Annually, program data is collected by Humber's Planning and Development Office. This data (which includes annual application, attrition, success, promotion, graduation and placement rates; student, graduate and employer satisfaction survey results; student course feedback reports; Advisory Committee recommendations and faculty advice) is provided to the schools to support their *annual cycle of program evaluation, quality assurance and improvement*.
- The *formal internal review* (every five years) uses a compendium of five years of program data and faculty and Advisory Committee advice. The Self Evaluation Report, including strengths, weaknesses and recommendations, is acted on by the school where recommendations are within the purview of the Dean and his/her resources.
- The *formal external review* focuses on the program data, the Self Evaluation Report and reported 'action taken' adding appropriate audit steps wherever necessary. The External Review Report is submitted to the Vice President Academic who typically acts on recommendations within the scope of that office. Recommendations beyond his authority are forwarded to other institution wide committees or the President's Executive Council for action. The College's Academic Council and the Board of Governors receive an annual report on program review.

7. Summary and Recommendation:

This proposal recommends the approval of this baccalaureate-level bridging program through which qualifying related diploma graduates can develop the additional skills and knowledge to confidently enter baccalaureate studies. This bridging program permits the granting of a maximum justifiable number of baccalaureate credits for qualifying related diploma studies and demands a minimum justifiable time to degree completion. It incorporates a plan of credit transfer and baccalaureate course completion to meet the degree program's breadth

requirements. The admission requirement of a professional portfolio evaluated by competent professionals assures the technical ability of students to enter the degree program at the proposed level; sample copies will be held on file to provide evidence of admission standards. Through the bridging program, students are required to demonstrate baccalaureate-level skill and knowledge at the point of degree program entry.

A review of current PEQAB guidelines, related college policy and benchmark PLAR practice, leads the development team to the conclusion that this proposal meets requirements and represents sound academic practice.