New Media Communications

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

SASKATCHEWAN POLYTECHNIC

Tomorrow in the making.

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The New Media Communications program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The New Media Communications program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

Option A: Individual course challenge

If you have two to four years successful experience in the Media Arts field, and have learned the skills and knowledge for **one or more** of the New Media courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the PLAR database or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the New Media program at: 1-866-467-4278.

How many courses can be challenged through PLAR in the New Media Communications program?

Currently we have 9 courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

New Media Communications			
COURSE CODE	**COURSE NAME**	**PLAR Challenge(s) *available* through program**	**PLAR Challenge(s) *not available***
COMM 127	Industry Communications*	✓	
COMP 102	Computer Foundations	✓	
DGTL 100	Digital Graphics Still Imaging		X
DGTL 101	Digital Audio		X
DGTL 103	Digital Portfolio Development		X
DGTL 104	Digital Presentations		X
DGTL 105	Digital Video		X
DSGN 101	Design Principles	✓	
DSGN 103	Web Page Design Principles		X
DSGN 106	Interface Design		X
EMPS 106	Employability Skills	✓	
GRPH 100	Graphic Elements	✓	
GRPH 101	Computer Graphics		X
MULT 114	Introduction to JavaScript		X
MULT 120	Web Authoring	✓	
MULT 124	Intermediate HTML	✓	
MULT 125	Introduction to Flash	✓	
MULT 126	Web Development Essentials	✓	
MULT 129	Treatments, Storyboards and Scripts		X
MULT 130	Introduction to New Media		X
MULT 133	Project Development		X
CRWT 100	Creative Writing		X
MULT 122	2D Animation		X
MULT 123	3D Computer Generated Graphics		X
MULT 127	Intermediate Flash		X
MULT 128	Advanced HTML		X
PROJ 101	Client Directed Project		X
WORK 106	Work Experience		X

Note: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by associated studies faculty. To see if these shared courses in your program are PLAR-ready, visit the PLAR homepage for links to Candidate Guides for Associated Studies/Communications and for Standardized Computers.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the New Media Communications program at: 1-866-467-4278.

Is PLAR available at any time of the year?

PLAR challenges are currently being offered twice a year.

- January (you must apply by November 15)
- May (you must apply by March 15)

Is it *easier* to challenge a course through PLAR or take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a "different" way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- Work samples
- Interviews
- Skills demonstrations
- Exams

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times when you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: http://saskpolytech.ca/student-services/support/counselling-services.aspx

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: http://saskpolytech.ca/admissions/resources/transfer-credit.aspx

It is the student's responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a Saskatchewan Polytechnic educational counsellor.

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

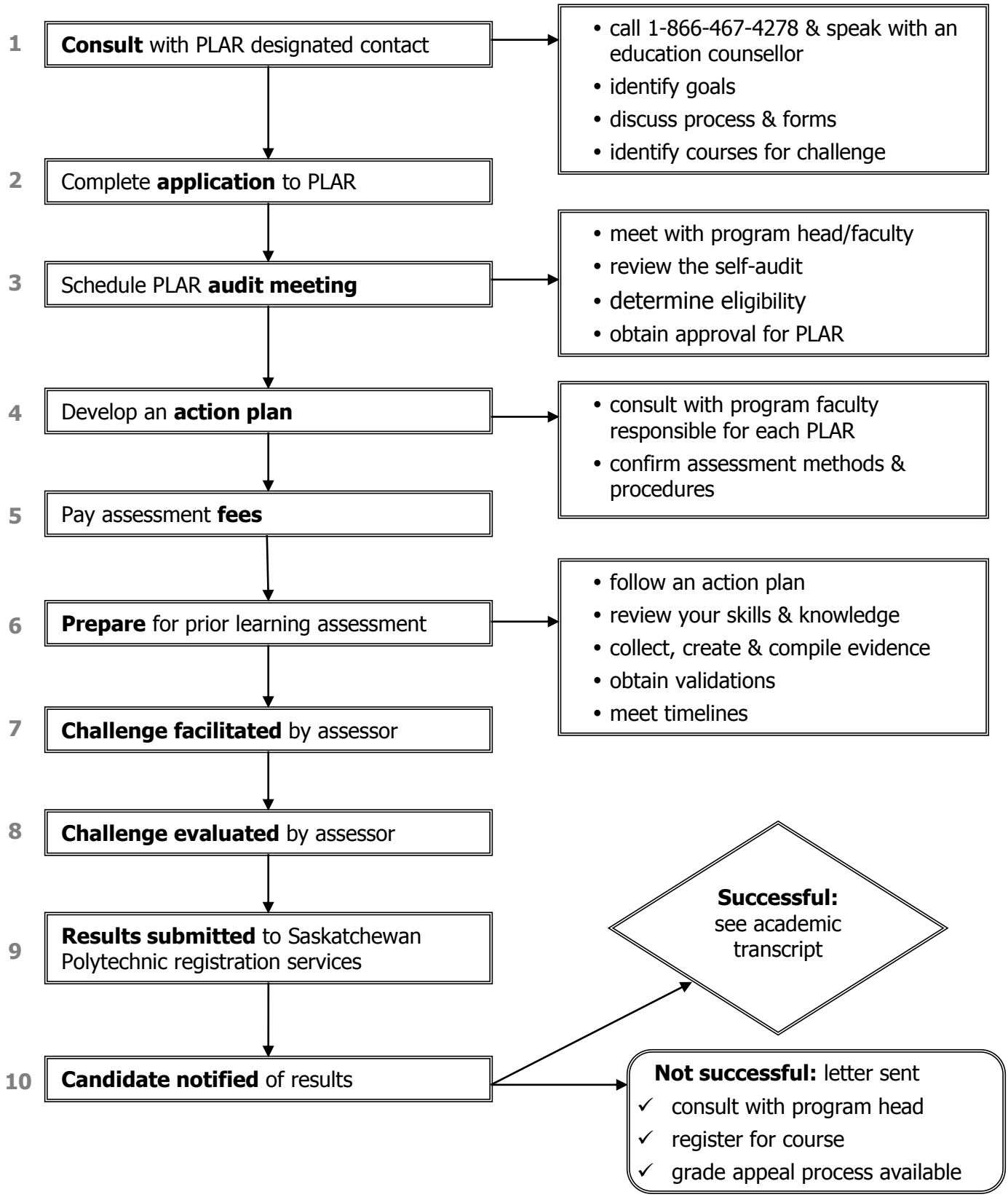
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
pallisercounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
woodlandcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
wascanacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelseycounselling@saskpolytech.ca

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your action plan. Check with the PLAR designated contact **before** you begin to gather evidence.

2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
    - It is your responsibility to create, collect and compile relevant evidence – if required.

3. Learning must be current within the last 2 – 4 years.

4. The evidence should demonstrate the skills and knowledge from your experiences.

5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your New Media faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- Demo reel
- Portfolio materials (audio, video, CD, DVD, website, animation, graphics, presentation materials, etc.)
- Experience (activity) outlines
- Statement of intent
- Workplace validations
- Work samples
- Statement of computer experience
- Software experience list (begin/intermediate/advanced)

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery:	I am able to demonstrate the learning outcome well enough to teach it to someone else.
Competent:	I can work independently to apply the learning outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
   - How do I currently use this outcome?
   - What previous training have I had in this outcome: workshops, courses, on-the-job?
   - What personal development or volunteer experience do I have in this area?

   Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in step 3 – PLAR process of the candidate process for prior learning assessment.

Self-audit guide(s)

COMP 102 – Computer Foundations

The course provides an introduction to computer operating platforms, hardware and software applications, file management and using peripherals (including scanners and digital cameras). You will also become familiar with computer related terminology, file types, file formats and basic file management.

Credit unit(s): 3.0

COMP 102 – Computer Foundations **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe the use of computers in New Media. *(developmental – no demonstration of competence required)*					
2. Use productivity software for word processing. *(application of your choice)*					
▪ Use templates					
▪ Use custom styles (user-defined styles that can be applied anywhere in the document)					
▪ Use headers correctly (header levels in hierarchical outline)					
▪ Use document elements such as lists, tables, and images					
▪ Export documents to common formats such as .doc and .pdf					
3. Describe computer hardware components.					
▪ Recognize common computer hardware components					
▪ Correctly name common computer hardware components					
▪ Identify the purpose of hardware components (i.e. What does RAM do?)					
▪ Recognize and use units of size and speed for hardware components (How big are hard drives? How fast is your internet connection? What is the clock speed of the CPU?)					
4. Describe operating systems.					
▪ Explain the role of an operating system					
▪ Use more than one operating system (Windows, OS X, Linux)					
▪ Use terminology associated with operating systems					
5. Use spreadsheet software for data processing. *(application of your choice)*					
▪ Use simple formulas (SUM, AVERAGE)					

COMP 102 – Computer Foundations **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
▪ Sort data by column					
▪ Format cells to display data effectively					
6. Manage files.					
▪ Organize files in a logical way					
▪ Use logical conventions for naming files and directories					
▪ Use external devices to store data (USB drives, SD RAM cards, external hard drive, etc)					
▪ Compress/archive files and directories					
7. Use media on a desktop computer.					
▪ Play back audio and video on a desktop computer using a media player					
▪ Play back web-based audio and video on a computer using browsers + plugins					

PLAR requirements

Any combination of the PLAR methods shown below may be used at the assessor's discretion, providing that the competence in each of the critical learning outcomes 2-7 is demonstrated. This is a summary of the methods that may be used; details are provided below.

Learning outcomes	**Check selected assessment method**
1. Describe the use of computers in New Media and Media Arts (developmental)	N/A
2. Use productivity software for word processing (critical)	☐ Employer validation checklist ☐ Post-secondary coursework ☐ Work sample
3. Describe computer hardware components (critical)	☐ Employer validation checklist ☐ Post-secondary coursework ☐ Written test
4. Describe operating systems (critical)	☐ Employer validation checklist ☐ Post-secondary coursework ☐ Written test

Learning outcomes	Check selected assessment method
5. Use spreadsheets for data processing (critical)	☐ Employer validation checklist ☐ Post-secondary coursework ☐ Work sample
6. Manage files (critical)	☐ Employer validation checklist ☐ Post-secondary coursework ☐ Practical demonstration (videos)
7. Use media on a desktop computer (critical)	☐ Employer validation checklist ☐ Post-secondary coursework ☐ Practical demonstration (videos)

Resources

1. Evidence file

- Employer validation checklist for all learning outcomes: http://programs.siast.sk.ca/newmedia/curriculum/comp102/plar-resources/
- Employer validation letter; see Appendix A

2. Work samples

- Detailed description and checklist:

http://programs.siast.sk.ca/newmedia/curriculum/comp102/plar-resources/

- Word processing and spreadsheet tutorials:
- We recommend searching online for tutorials in your preferred word processing and spreadsheet applications so that you are able to perform the required tasks (see summary of requirements at the beginning of the COMP 102 section of this guide). Specific tutorial links are not provided due to the variety of software candidates may choose to use, and the difficulty of keeping links up to date with changing software versions.

3. Practical demonstration

- Detailed instructions: http://programs.siast.sk.ca/newmedia/curriculum/comp102/plar-resources/

- Free screen recording software for the performance/practical demonstration:
  - Jing, OS X, Windows: http://www.techsmith.com/Jing/
  - Cam Studio, Windows: http://camstudio.org/
  - Camtasia Studio (Windows) / Camtasia for Mac Free 30 Day Trial: http://www.techsmith.com/download/camtasia/

4. Written test

- Review guide:

http://programs.siast.sk.ca/newmedia/curriculum/comp102/plar-resources/

MULT 120 – Web Authoring

You will learn computer application programs used to prepare and edit graphics, text and animation for the web. You will acquire knowledge and technical skills in the use of these programs to develop specific components for the web. You will learn to use basic HTML and web authoring applications to create basic websites. A basic understanding of computer terminology and operations is necessary for successful course completion.

Credit unit(s): 4.0
Equivalent course(s): GRPH 260

PLAR comments

The content in MULT 120 deals with 2 major topics:

1. Creating and editing graphics suitable for use in websites on the Internet. In this course Photoshop (standard or elements) is used to create, edit and compress graphics.
2. Creating basic websites. Both hand coding and Netscape Composer (or Dreamweaver) are used to create websites.

MULT 120 – Web Authoring **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Examine key internet properties. *(developmental, not required to demonstrate competence)*					
2. Manage files and folders. *(critical)*					
▪ Manage files and folders on your computer					
▪ Manage files and folders for web authoring					
▪ Use FTP					
3. Edit graphics for the web. *(critical)*					
▪ Describe the main features of graphic editors					
▪ Describe the characteristics of graphics for the web					
▪ Use painting tools					
▪ Use drawing and type tools					
▪ Use notes, measuring and navigation tools					
4. Create graphics for the web. *(critical)*					
▪ Use layers					
▪ Use filters					
▪ Compress graphics for the web					
▪ Create graphics for the web					

MULT 120 – Web Authoring **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
5. Describe web pages. *(developmental, not required to demonstrate competence)*					
6. Use basic HTML. *(critical)*					
▪ Create lists					
▪ Create visually distinct text sections using tags					
▪ Incorporate images					
▪ Create links					
▪ Build tables					
7. Use basic CSS. *(critical)*					
▪ Describe CSS					
▪ Explore styles					
▪ Style text					
▪ Style boxes					

PLAR requirements

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

The assessment methods following are designed to be used together. In order to be evaluated at *"Yes, meets criteria",* the candidate must demonstrate the ability to apply specific skills in the skills demonstration, use required skills appropriately in the portfolio website, and confirm their authorship of the skills assessment and portfolio site by demonstrating an understanding of underlying concepts in the structured interview.

1. Performance assessment: skills demonstration

Purpose: To test specific skills under controlled conditions.

Method: This skill will be done independently by the student and posted a) as a live web page b) as an archived directory uploaded using ftp to a designated hand-in directory. This skills demonstration will be reviewed in a structured interview to ensure authorship and comprehension of underlying principles.

2. Product assessment: Portfolio website

Purpose: To test the use of skills in an authentic context – the creation of a basic website.

Method: The student will present a website that they have created that meets the given criteria a) as a live website b) as an archived directory uploaded using

ftp to a designated hand-in directory. This site may have been created specifically for the PLAR challenge, or it may have been completed for a different purpose. This portfolio will be reviewed in the structured interview to ensure authorship and comprehension.

3. Oral examination: Structured interview

Purpose: To confirm the authorship of the skills demonstration and portfolio. To verify an understanding of the principles and techniques underlying the work.

Method: This interview may be administered in person or via an e-meeting arranged between candidate and assessor. For the e-meeting, the identity of the student is to be confirmed by viewing a Saskatchewan Polytechnic student card or government issued photo id. This may be done via webcam as part of the meeting. The e-meeting format should allow the candidate and the assessor to review and discuss the skills demonstration and portfolio website together.

Resources

1. Skills demonstration page

- Detailed instructions and checklist.pdf:

  http://programs.siast.sk.ca/newmedia/curriculum/mult120/plar-resources/

2. Portfolio website

- Detailed instructions and checklist.pdf:

  http://programs.siast.sk.ca/newmedia/curriculum/mult120/plar-resources/

3. Interview

- Detailed instructions and checklist.pdf:

  http://programs.siast.sk.ca/newmedia/curriculum/mult120/plar-resources/

General resources

There are many online resources and tutorials that you might use. Make sure that when you are looking at HTML/CSS resources, they are up to date and advertise "standards compliant".

- General information on internet standards: http://www.w3.org
- Reliable reference for HTML/CSS: http://www.w3schools.com/
- Web Accessibility: http://webaim.org/
- Photoshop and image processing: http://tv.adobe.com/product/photoshop/
- Image Compression – there are quite a number of image compression tutorials online. Any decent introductory web design text should also provide information for you. Make sure you find out about lossy/lossless compression and the file formats JPG, PNG, and GIF. Also make sure you understand about resizing/resampling and maintaining aspect ratio.

MULT 124 – Intermediate HTML

You will develop intermediate HTML skills such as creating image maps, using frames, incorporating multimedia elements and adding interactivity. You will learn to create standards based websites with CSS layouts. You will apply these intermediate skills to a website project.

Credit unit(s): 3.0
Prerequisite(s): MULT 120 Minimum Grade of 60

MULT 124 – Intermediate HTML **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Manage sites using Dreamweaver® *(developmental, not required to demonstrate competence)*					
2. Uses standards compliant HTML.					
▪ HTML Review (write HTML markup)					
▪ Discuss W3C HTML/XHTML standards					
▪ Select an HTML Standard (includes using the W3C HTML validator – or HTML Lint if using HTML5)					
▪ Use standards compliant HTML					
3. Use legacy HTML techniques. *(developmental, not required to demonstrate competence)*					
4. Use CSS rules.					
▪ Discuss CSS rationale (separation of style and content)					
▪ Describe CSS Rules (CSS selectors, units, application of CSS)					
▪ Describe the cascade order					
▪ Style HTML elements					
▪ Style text (font sizing methods – relative, absolute)					
▪ Style block level elements					
▪ Style navigation elements (turn a list into a menu with CSS)					
▪ Style tables					
5. Create CSS layouts.					
▪ Describe CSS positioning					
▪ Use absolute positioning					
▪ Use floats					
▪ Create fixed CSS layouts					

MULT 124 – Intermediate HTML **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
▪ Use CSS to style web projects					
6. Incorporate multimedia into a web page.					
▪ Describe multimedia on the web					
▪ Describe media production (what makes it so difficult? – cross browser and cross platform issues, download file sizes)					
▪ Compress and embed media					
▪ Incorporate media into web pages					
7. Add interactivity to a web page. *(Note: Candidates may use any JavaScript IDE or library to add interactivity to a project, not just those listed below)*					
▪ Explore interactivity on the web					
▪ Use Dreamweaver behaviours					
▪ Use Spry elements					
▪ Use a JQuery library					
8. Plan, develop, and present a website.					
▪ Plan a website					
▪ Develop a website					
▪ Present a website					
9. Use a Content Management System.					
▪ Discuss content management systems					
▪ Download and install a CMS					
▪ Customize CMS content					
▪ Find and apply a CMS theme					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Web-based Portfolio

The PLAR candidate will submit a web-based portfolio consisting of two or more websites which meet the following conditions.

Instructions

The websites in your portfolio may have been created for another purpose, or you may have created or adapted them specifically to PLAR MULT124. All submitted work must adhere to Canadian copyright legislation.

Site 1: Flat site

General requirements:

- Created by hand-coding, or by using a WYSIWYG HTML/CSS editor.
- Consists of three or more interlinked web pages on a common topic or theme.
- Has an attractive usable layout that is consistent throughout the site.
- Has an intuitive and usable navigation system that allows users to move easily among pages in the site.

Prerequisite requirements inherited from MULT120:

1. All images are correctly sized and compressed (image size, resolution, aspect ratio, and compression type). CRITICAL, MASTERY REQUIRED
2. All paths to images and links are correct. CRITICAL, MASTERY REQUIRED
3. Files and directories are named and organized in accordance with the industry standard. CRITICAL, MASTERY REQUIRED

Site must demonstrate:

1. Standards compliant HTML – may be HTML5, HTML4.01 transitional or more restrictive, may be XHTML1.0:
   - HTML (except for HTML5) validates at http://validator.w3.org/ (a few minor errors are permissible, providing the candidate is able to discuss them with understanding in the structured interview).
   - If using HTML5, must pass through HTML Lint http://lint.brihten.com (a few minor errors are permissible, providing the candidate is able to discuss them with understanding in the structured interview).
2. All styling is done using external CSS.
3. The layout is done using external CSS (table for page layout is not acceptable).

Site 2: Content management system

1. A content management system of the student's choice has been installed.
2. The CMS has been populated with content.
3. The CMS has been customized using a theme. For the purposes of this course, a premade downloaded theme is fine. A theme created and customized by the candidate is also acceptable, but not required.
4. A variety of CMS modules have been used. Examples of modules might be polls, forums, rss feeds, etc.
5. The CMS site is working as expected. Requirements for challenge exam.

Other requirements

(may be demonstrated in either of the first two sites, or in additional sites):

1. Audio that works across web browsers including full featured browsers in mobile devices.
2. Video that works across web browsers including full-featured browsers in mobile devices.
3. Interactivity using a JavaScript library (may be AJAX, but not required). At the time of writing, JQuery is a popular JavaScript library.

Notes: Deprecated html tags used in the past for styling will not be accepted, including font, center, basefont, s, strike, and u. For more information try this or similar online articles: http://www.htmlquick.com/reference/deprecated.html

2. Oral examination: Structured interview

The student must be prepared to present photo identification (Saskatchewan Polytechnic student card or government-issued photo id) to participate in the structured interview.

- The interview questions will relate to the portfolio submitted by the candidate. It is expected that the candidate will be able to answer questions relating to the building of the sites and demonstrate comprehension of the concepts described in the course.

Resources

1. Web-based portfolio

- Detailed instructions and checklist.pdf: http://programs.siast.sk.ca/newmedia/curriculum/mult124/plar-resources/

2. Interview

- Detailed instructions and checklist.pdf: http://programs.siast.sk.ca/newmedia/curriculum/mult124/plar-resources/

Validation tools

There are many online resources and tutorials that you might use. Make sure that when you are looking at HTML/CSS resources, they are up to date and advertise "standards compliant".

- General information on internet standards: http://www.w3.org
- W3C HTML Validator: http://validator.w3.org/
- W3C CSS Validator: http://jigsaw.w3.org/css-validator/
- HTML Lint: http://lint.brihten.com
- Reliable reference for HTML/CSS: http://www.w3schools.com/
- Web Accessibility: http://webaim.org/

CMS & Libraries

CMS and JavaScript libraries and IDEs are plentiful on the web and change over time as will information on the current state of media on the web. For that reason, we are not including a list of specific resources on those topics here.

MULT 125 – Introduction to Flash
You will learn how to use the basic components of the Flash software program. Using Flash's interface, drawing tools, animation and tweening, you will create and present a Flash project.

Credit unit(s): 4.0
Prerequisite(s): MULT 120 Minimum Grade of 60

MULT 125 – Introduction to Flash **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe Flash.					
2. Describe the Flash Work environment.					
3. Draw in Flash.					
4. Use objects.					
5. Use type.					
6. Use frame based animation.					
7. Use layers.					
8. Use symbols and instances.					
9. Use animation tweening.					
10. Use additional animation techniques.					
11. Use imported graphics.					
12. Create basic interactivity.					
13. Use sound.					
14. Use digital video.					
15. Use components.					

PLAR requirements

A PLAR candidate must:

- Provide an adequate portfolio of relevant work
- Satisfactorily complete an interview with the assessor

PLAR assessment tools

Learning outcome	Assessment strategy
LO1: Describe Flash	Interview
LO2: Describe the Flash work environment	Interview
LO3: Draw in Flash	Portfolio, Interview
LO4: Use objects	Portfolio, Interview
LO5: Use type	Portfolio, Interview
LO6: Use frame based animation	Portfolio, Interview
LO7: Use layers	Portfolio, Interview
LO8: Use symbols and instances	Portfolio, Interview
LO9: Use animation tweening	Portfolio, Interview
LO10: Use additional animation techniques	Portfolio, Interview
LO11: Use imported graphics	Portfolio, Interview
LO12: Create basic interactivity	Portfolio, Interview
LO13: Use sound	Portfolio, Interview
LO14: Use digital video	Portfolio, Interview
LO15: Use components	Portfolio, Interview

Sample interview questions

The following are examples of the type of question that may be asked on an interview:

- Describe and identify an example of use of the following:
  - Motion paths
  - Layer mask
  - Symbols
  - Frame based animation
  - Tweened animation
- What does the statement "Flash is cross platform" mean?
- What is "Streaming"?
- What is an .fla file?
- What is an .swf file?
- Why is symbol use important?
- Describe the 4 button states
- What is the timeline?

- What is the stage?
- What is a keyframe?
- What is tweening?
- What are vector graphics? What advantage do they have that is important on the Internet?
- Other questions as determined by the interviewer

Portfolio and interview details – all learning outcomes

The candidate must supply portfolio containing samples demonstrating:

- A linear animation (much like a cartoon, movie, or banner ad)
- A non-linear animation (containing branching)

The portfolio must demonstrate the following concepts:

- Competence using Flash drawing tools
- A motion path
- A layer mask
- Use of symbols
- Frame based animation
- Tweened animation
- Imported graphics
- Sound (on buttons, and sound tracks)
- Imported video

Assessment criteria

The **linear** animation will be evaluated according to the following criteria:

	Exceeds standards	Acceptable	Does not meet standards	Score	
Score range	**10 - 8**	**7 - 5**	**4 – 0**	**Weight**	**Mark**
General	Animation plays properly. It is a sufficient length. Good timing. Appropriate frame rate. A story line is evident (if a fictional piece). A natural sequence of events is evident (if an advertising piece). The animation catches and holds the viewers attention. The work shows significant creativity and thought.	The animation plays properly. It may be a bit too slow or too fast. Reasonable length. There was an attempt to follow a storyline. The animation is interesting to watch.	Problems playing the animation. It is too slow or too fast. Little storyline. No sequence of events. Does not hold viewer's attention.	**2**	

	Exceeds standards	Acceptable	Does not meet standards	Score	
Score range	**10 - 8**	**7 - 5**	**4 – 0**	**Weight**	**Mark**
Graphics Quality	Professional looking graphics. No unintentional overlapping. All elements align properly. Colors well chosen. Demonstrates mastery of required skills. Excellent detail on all images. Layout is perfect. No sloppiness evident. Multiple animated layers. Static elements in front of and behind animation. Detailed characters, props and background Technically solid Significant artistic skill evident Unique style has been developed.	Good looking graphics, student quality work. Little unintentional overlapping. Demonstrated competence of required skills. Some lack of organization. Some attention to small details. Animation on a background. Identifiable characters, props and background Technically competent Some artistic skill evident.	Poor quality graphics. Work has a "hurried" look to it. Messy. Poorly organized. Poor layout. Lack of attention to detail. Poorly detailed characters, props and background Technically not competent Little artistic skill evident.	**4**	
Animation	Smooth, natural animation.	Animation is generally well done, but may have a "computer generated" look to it. Perhaps a bit too slow or fast.	Poor animation: choppy, does not flow, jerks at start or end. Significant timing problems.	**3**	
				Total	

Assessment criteria

The **non- linear** animation will be evaluated according to the following criteria:

Criteria	0	.5	1.0	1.5	2.0	2.5	3.0	4.0	Scores	
									Weight	Score
Technical	Project does not run satisfactorily. There are too many technical problems to view the project.		Project runs minimally. There are many technical problems when viewing the project.		Project runs adequately with minor technical problems.		Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.		**x 1**	
Navigation	Buttons or navigational tools are absent or confusing. No buttons and navigational tools work.		Minimal difficulty experienced while navigating through project.		Few difficulties experienced while navigating through project.		Users can progress intuitively throughout entire project in a logical path to find information. All buttons and navigational tools work.		**x 1**	
Spelling & Grammar	Project has multiple errors in spelling and/or grammar. (Four or more errors)		Project minimally honours rules of spelling and/or grammar. (Three or less errors)		Project adequately honours most rules of spelling and/or grammar. (Two or less errors)		Project honours all rules of spelling and/or grammar.		**x 1**	
Completion	Project is incomplete and contains many unfinished elements.		Project is incomplete and contains some unfinished elements.		Project is incomplete and contains several unfinished elements.		Project is completely finished.		**x 1**	
Screen Design	Screens are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas.		Multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements that do not reinforce message.		Multimedia elements and content combine to adequately deliver a high impact message with the elements and words reinforcing each other.		The combination of multimedia elements and content takes communication to a superior level. There is clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz.		**x 1**	

Criteria	0	.5	1.0	1.5	2.0	2.5	3.0	4.0	Scores	
									Weight	Score
Use of Enhancements	No graphics, video, audio, 3-D, or other enhancements are present or use of these tools is inappropriate.		Limited graphics, video, audio, 3-D, or others enhancements are present but do not always enrich the learning experience. In some instances, use of these enhancements is inappropriate.		Most graphics, video, audio, 3-D, or other enhancements are used appropriately to enrich the experience. For example, clips are either too long or too short to be meaningful.		All graphics, video, audio, 3-D, or other enhancements are used effectively to enrich the learning experience. Enhancements contribute significantly to convey the intended meaning.		**x 1**	
Organization	The sequence of information is not logical. Menus and paths to information are not evident.		The sequence of information is somewhat logical. Menus and paths are confusing and flawed.		The sequence of information is logical. Menus and paths to most information are clear and direct.		The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct.		**x 2**	
Branching	Project contains few choices. The design is linear.		Project contains few well-designed and age-appropriate choices. The design is primarily linear.		Although project contains some well-designed and age-appropriate choices, some portions are linear.		Project is truly multimedia, rather than linear and contains a significant number of well-designed and age-appropriate choices.		**x 2**	
Permissions Obtained for Resources	No permissions to use text, graphics, audio, video, etc. are available. ***		Few permissions to use text, graphics, audio, video, etc. are available.		Most permissions to use text, graphics, audio, video, etc. are available.		All permissions to use text, graphics, audio, video, etc. are available.		**x 1**	
Originality	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.		The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness.		The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.		The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.		**x 3**	
Depth & Breadth of Project Content	No evidence that higher level thinking skills were used in the creation of this project.		Little evidence that higher level thinking skills were used in the creation of this project.		Some evidence that higher level thinking skills were used in the creation of this project.		Clear evidence that higher level thinking skills were used in the creation of this project.		**x 2**	

Criteria	0	.5	1.0	1.5	2.0	2.5	3.0	4.0	Scores	
									Weight	Score
								Total		

Resources

The following resources may be used to assist you in preparation for your PLAR challenge:

- The online help and tutorial provided with Flash
- Online resources at http://www.macromedia.com

Books:

Any entry level Flash book; there are many available at any book vendor. Online vendors such as www.amazon.com have a good selection.

MULT 126 – Web Development Essentials

Your studies will prepare you to set up, configure and administer various types of servers for the web, develop data integrity and backup plans, and appreciate security considerations for websites. You will research and develop an e-commerce implementation plan.

Credit unit(s): 3.0
Prerequisite(s): MULT 120 Minimum Grade of 60

PLAR comments

MULT 126 is designed to help you operate independently as a web developer. You need to know how to set up and operate web and ftp servers, develop backup plans, and understand security considerations.

MULT 126 – Web Development Essentials **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe networking, client/server and TCP-IP fundamentals.					
2. Set up, configure and administer development http servers.					
3. Set up, configure and administer development ftp servers.					
4. Define data integrity and backup procedures.					
5. Create a data integrity and backup plan.					
6. Identify security considerations.					
7. Research and develop an e-commerce implementation plan.					

Lab Requirements

In order to obtain PLAR recognition, a candidate must successfully:

- Provide an adequate portfolio of work demonstrating competence the learning outcomes, and
- Provide validation letters for the portfolio, and
- Provide a current, detailed resume, and
- Satisfactorily complete an interview with a Saskatchewan Polytechnic assessor

PLAR Assessment Tools

Learning outcome	Assessment strategy
Learning Outcome 1: Describe networking, client/server and TCP-IP fundamentals	Interview
Learning Outcome 2: Set up, configure and administer development http servers	Portfolio / Interview
Learning Outcome 3: Set up, configure and administer development ftp servers	Portfolio / Interview
Learning Outcome 4: Define data integrity and backup procedures	Interview
Learning Outcome 5: Create a data integrity and backup plan	Portfolio / Interview
Learning Outcome 6: Identify security considerations	Interview
Learning Outcome 7: Research and develop an e-commerce implementation plan	Interview

Portfolio details

Provide a portfolio / evidence containing samples demonstrating mastery of the items listed below. This portfolio is essentially links to functioning servers.

Learning outcome 2: *Set up, configure and administer development http servers*

- Provide a link to a webserver that you have installed and configured
- We suggest that you install Apache. (http:www.apache.net)
- This webserver must be publicly available for examination
- The server must serve out several files of your own creation

Learning outcome 3: *Set up, configure and administer development ftp servers*

- Provide a link to an ftp server that you have installed and configured on the same physical computer as the web server
- You must have at least one userID and password set up. Provide those to the examiner
- The directory for the userID provided must map to a valid web path accessible by the web server you installed
- You must have uploaded several files to the FTP server, and have those pages served by the webserver
- This FTP server must be publicly available for examination

Interview preparation guide

Complete an interview. The interview may include questions regarding all of the above points, as well as questions regarding the following:

Learning outcome 1: *Describe networking, client/server and TCP-IP fundamentals.*

- Define the following terms:
  - TCP-IP
  - Client
  - Server
  - Router
  - Packet
  - NIC
  - Hub
  - Public IP addresses
  - Private IP addresses
  - Loopback IP address
  - Subnet mask
  - Peer to Peer networking
  - Client server networking
  - Broadband
  - Narrowband
  - Ping
  - TraceRoute
  - Break apart and describe the parts of a typical URL
  - Describe DNS

Learning outcome 2: *Set up, configure and administer development http servers.*

Learning outcome 3: *Set up, configure and administer development ftp servers.*

- Define and discuss:
  - User accounts
  - Passwords
  - Physical paths
  - Virtual paths
  - Path mapping
  - Passive mode (FTP)

Learning outcome 4: *Define data integrity and backup procedures.*

- Identify why backup is required
- Identify types of backup media
- Describe full and differential backups
- Discuss data integrity and backup best practices

Learning outcome 6: *Identify security considerations.*

- Describe and discuss the following:
  - Viruses
  - Denial of service attacks
  - Password hacks
  - CGI misconfiguration issues
  - Common home network configuration problems
  - Social engineering and security
  - Password best (and worst) practices
  - Firewalls and security
  - Routers and security
  - Log file analysis
  - Security policies

Learning outcome 7: *Research and develop an e-commerce implementation plan.*

- Describe and list the pros and cons of the following e-commerce approaches:
  - Build-it
  - Buy-it
  - Rent-it
- Discuss how you would implement e-commerce in a variety of situations. For example:
  - How would you implement e-commerce as an independent new media developer?

Any other questions regarding relevant issues as seen appropriate by the interviewer

EMPS 106 – Employability Skills
You will learn good work habits, attitudes and behaviours commonly known as employability skills. You will apply these skills to all facets of your studies.

Credit unit(s): 1.0

EMPS 106 – Employability Skills **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Explain the processes and roles involved in media production projects.					
▪ Describe the cause to effect communication theory					
▪ Describe the process involved in media production projects					
▪ Describe the roles of production personnel in media production projects					
2. Explain the process of networking in the media arts production industry.					
▪ Describe networking in the media production industry					
▪ Demonstrate networking in the media production industry					
3. Collaborate with other members of a media arts production project or task team.					
▪ Describe the importance of employability skills					
▪ Describe teamwork skills					
▪ Demonstrate teamwork skills					
4. Demonstrate personal management skills in media arts production environments.					
▪ Describe positive attitudes and behaviours as related to personal management skills in the media production environment					
▪ Describe responsibility as related to personal management skills in the media production environment					
▪ Describe adaptability as related to personal management skills in the media production environment					
▪ Demonstrate personal management skills in media production environments					
5. Demonstrate problem solving and critical thinking in media arts production environments.					
▪ Describe effective use of communication skills in the media production environment					
▪ Describe the value of critical thinking in the media production environment					

EMPS 106 – Employability Skills **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
▪ Describe the importance of lifelong learning in a media production environment					
▪ Demonstrate problem solving and critical thinking in media production environments					
6. Manage information needed to complete media arts production projects.					
▪ Practice managing information needed to complete production projects					
▪ Develop research techniques					
7. Demonstrate customer relations in media arts production environments.					
▪ Practice customer relations in media production environments					
▪ Demonstrate customer relations in media production environments					

PLAR assessment methods

1. **Evidence**
   Learning outcomes 3 to 7

   AND

2. **Interview**
   To discuss learning outcomes 1 to 7

GRPH 100 – Graphic Elements
Your studies will focus on the graphic elements of type, format and image. You will analyze how graphic elements are used alone and in combination in design. You will apply these skills to create effective communication solutions.

Credit unit(s): 3.0
Equivalent course(s): GAP 340
Prerequisite(s): DSGN 101 Minimum Grade of 60

GRPH 100 – Graphic Elements **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe graphic elements.					
2. Use type in design.					
3. Use visuals in design.					
4. Apply the principles of design in layout.					
5. Use color in design.					
6. Analyze how graphic elements are used in design.					
7. Apply the principles of design.					

PLAR assessment requirements

In order to obtain PLAR recognition, a candidate must successfully:

- Demonstrate their knowledge and skill of graphic elements as they apply to principles of design.

A PLAR candidate must:

- Provide an adequate portfolio of relevant work.
- Satisfactorily complete an interview with the assessor.

PLAR assessment methods

Learning outcome	Assessment strategy
LO1: Describe graphic elements	Interview
LO2: Use type in design	Portfolio, Interview
LO3: Use visuals in design	Portfolio, Interview
LO4: Apply the principles of design in layout	Portfolio, Interview
LO5: Use color in design	Portfolio, Interview

Learning outcome	Assessment strategy
LO6: Analyze how graphic elements are used in design	Portfolio, Interview
LO7: Apply the principles of design	Portfolio, Interview

Sample interview questions

The following are examples of the type of questions that may be asked on an interview:

- How does the design appear unified?
  - Think about balance, repetition, alignment, and proximity
- How are things emphasized?
  - Think about focal point, contrast and hierarchy

Briefly summarize your impression of the overall design, considering the goals and purposes of the design:

- What principle are you applying by adjusting the line spacing to group text items that belong together?
- What is using the same logo image in the background of a design an example of?
- What techniques help to draw attention to an element?
- Other questions as determined by the interviewer.

Portfolio and interview details – all learning outcomes

By means of a portfolio and interview, the candidate must demonstrate the following concepts pertaining to their work. These concepts should be fully addressed when developing a written introduction and an interpretation of the submitted work samples.

- Identifying goals and objectives
- Identifying the key message communicated
- State the needs of the audience or business
- Description of any limitations or challenges faced, such as budget, timeline or other resources and how the challenges were met
- Describe your solutions to the limitations in a positive light
- How the design shows imagination, innovation, uniqueness or creativity

The following information provides detailed guidelines for candidates to follow in the development of their portfolio.

- In a binder or folder
- Title on cover
- Well organized
- Typed
- Look of binder or folder matches content
- No spelling mistakes
- Appropriate grammar
- In a word ... "professional"

Work samples

- A logo
- A stationery package (letterhead, envelope, business card)
- A CD or DVD cover and label

Introduction

Candidates should provide a well organized written introduction that clarifies how the submitted work samples met the client's needs. *For example:* how does the logo and graphic design represent a visual image of the company's/client's industry and services?

Note: The submitted work samples do not have to be for an actual client. A candidate may submit work samples created for an imaginary client. The candidate, however, must still provide a written interpretation of the logo and graphic designs in relation to the client's industry needs.

Design specifications for work samples

- Overall design matches company's desired image
- A discrete logo was created
- The logo matches the company's desired image
- Appropriate fonts chosen
- Appropriate colors chosen
- Desired effect is evident and well executed
- Easy to read
- Pleasing design
- Creative (range: Traditional Design <-----> New, Innovative)

Graphic quality

- 300 dpi minimum
- Printed clearly and crisply
- Unified. Does not have a "clip-art look" (used borders and/ or blends)
- No smudging, lines from bad printer cartridges, etc.

Consistency

- A single design is carried throughout project
- The logo appears on each item
- The same font face is used on each item
- The same color scheme is used on each item
- Used the same paper on the letterhead and business card
- Similar contact information is given on all product (company name, street address, phone and fax numbers, email, website)

Stationery package

Business card

- All text and logo are lined up
- Font size is appropriate (about 8 - 12 point)
- Proper margins (about 3/16")
- Appropriate whitespace is provided
- Proper size (2" * 3.5")
- Trimmed neatly (if cut out)
- Border markers cut off (if not part of design)

Letterhead

- Logo and contact information located correctly
- An appropriate amount of space is taken by graphics and text (where required: about 1" at the top, 3/4" at the bottom, 1" at the side)
- Appropriate whitespace is provided
- Proper size (8.5" x 11")
- Printed on an envelope
- Watermark (if any) is not distracting
- Font size is appropriate (about 8 - 12 point)

Envelope

- Logo and text located correctly
- Sized appropriately (1"- 1.5" high * 1.5" - 2" wide)
- Printed on an envelope (standard A10: 4.1" high * 9.5" wide)
- Font size is appropriate (about 10 - 12 point)

CD or DVD cover

- Contains: front cover, back cover, both splines
- Product is identified
- Is in a jewel case or keep case (if required)
- Company is identified
- Any required text on back cover is identified (brief description, minimum computer specs, credits, instructions, CD/DVD logo, etc. as appropriate)
- Font sizes are appropriate

Resources

The following resources may be used to assist you in preparation for your PLAR challenge

Websites:

1. http://www.andreoni.biz/samples.htm
2. http://www.tempestdesign.com/portfolio.html
3. http://www.monsterlogo.com/samples1_logo_designers.shtml
4. http://www.911logodesigners.com/samples1_logo_designers.shtml
5. http://www.4bizcards.com/samples.html
6. http://www.edu-care.org/cards.htm
7. http://www.will-harris.com/index.html
8. http://www.printing.utah.edu/printing/lttrhdsample.html

Books:

- The Non-Designer's Design Book – Robin Williams
- Any entry level design book. There are many available at any book vendor. Online vendors such as www.amazon.ca have a good selection.

DSGN 101 – Design Principles

You will study basic design theory in the context of visual communications. You will learn about design tools and materials, and design processes (including critiques and drawing). Using the formal elements of design, you will develop practical design skills. A basic understanding of computer terminology and operations is necessary for successful course completion.

Credit unit(s): 3.0
Equivalent course(s): GAP 340, GRPH 260

GRPH 100 – Graphic Elements **Mastery:** I am able to demonstrate it well enough to teach it to someone else. **Competent:** I can work independently to apply the outcome. **Functional:** I need some assistance in using the outcome. **Learning:** I am developing skills and knowledge for this area. **None:** I have no experience with the outcome.	**Mastery**	**Competent**	**Functional**	**Learning**	**None**
1. Describe visual design.					
2. Describe design procedure.					
3. Describe the formal elements of design.					
4. Use the formal elements of design.					
5. Describe the principles of organization.					
6. Use the principles of organization.					

Resources

1. The Non-Designer's Design Book (Robin Williams) *Available in the library.*
   http://www.mundidesign.com/home.html *Design Tutorial*

Design definitions

The following pages link to sites that should help you to define the following terms:

Architecture
http://www.architecture.com/

Industrial design
http://www.asu.edu

Landscape design
http://edis.ifas.ufl.edu/scripts/htmlgen.exe?DOCUMENT_MG086

Exhibition design
http://www.si.edu/opa/accessibility/exdesign/start.htm

New Media / Multimedia
http://www.computeruser.com/resources/dictionary/definition.html?lookup=3360
http://www.webopedia.com/TERM/m/multimedia.html

Broadcast design
http://www.broadcastdesign.com/

Advertising
http://sbinfocanada.about.com/library/glossary/bldef-advertising.htm

Graphic design
http://www.adigitaldreamer.com/

Fashion design
http://www.bls.gov/oco/ocos090.htm *(lists other types of designers too)*

Commercial photography
http://www.gostinphoto.com/
http://www.kc3.co.uk

Informal design
Sorry, no link, just a question.
What is "Formal Design"? Now think, what is the difference between formal and informal?

New Media Communications

Appendices

Appendix A: Employment validation letter

Prior Learning Assessment and Recognition

Instructions: The employment validation letter provides a statement of verification of employment in an exceptionality focused setting. The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environment(s). A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for the New Media Communications program.

Letter template *(On employer's business letterhead)*

Date

To Whom It May Concern:

I have reviewed the employment records of _____ and
Name of employee/candidate

can verify that the above candidate has been employed by _____
Name of employer

for _____
Length of employment

Please contact me at_____ or _____
Phone email

with any questions or for additional information.

Sincerely,

_____ _____
Name Job title

_____
Signature