

BAS Incoming Third and Fourth Year Town Hall

July 29, 2020

Q – Will the tuition be decreased since the courses will be online instead of in person?

A – Tuition will not be reduced. This is a university, not departmental decision which is in line with universities across the province.

Q - Will our tuition be lowered (at least for the fall semester) to account for the lowered spending in terms of not being on campus and not being able to benefit from that?

A – As mentioned we are not lowering tuition, but we hope to financially assist with software, and reduced material and printing costs

Q - If tuition needs to be the same to keep the program running when it is online, why is it not easier for students to differ their 3rd/4th year? I do not consider an online semester to be worth \$6,000.

A – The cost of tuition is not our decision. Every person is different. I can't answer whether your education is worth the cost. It is not for me to answer that question because value is a deeply personal position.

Q – Can we study part-time?

A – We do not have all the answers, this is a difficult question and one that students should take very seriously if they are considering part-time studies. Our program is organized for full-time students, and so individuals considering part-time study needs to understand the implications. Things to consider include:

- Delayed graduation,
- The sequencing of our courses, particularly studio and technology,
- Reduced or loss of OSAP or scholarships (depending on credit per year),
- Access to residence

If you want more information you can visit: <https://carleton.ca/academicadvising/reduced-course-load/> on the Carleton website.

Q – Will any classes be held at the university in the fall?

A – All BAS classes will be online this fall

Q - Will there be a chance of fall term transitioning to on-campus learning?

A – No, classrooms will remain closed until the winter term at the earliest

Q - Will the architecture building be open for students who are in Ottawa?

Q - Will we have access to the wood workshop? Will it be possible to come to campus at all and use the computer labs?

A - No, the building and all its facilities will be closed. You will not have access to studio space, or the shop/lab facilities.

Online Studio

- Liane Lanzar (6:10) to attend, and do a quick tour of the Studio First pin-up boards, table formats, etc. including an introduction to Figma

<https://help.figma.com/hc/en-us/articles/360041061214-Verify-your-Education-status#verify>

3rd year Studio

Q - What architecture software will we need to complete our assignments? Will there be a standard, where all students must use Rhino/AutoCAD, or will the medium be flexible (as it was at the end of last term)?

A – Methods and techniques are, to a degree, flexible. We suggest Rhino, or AutoCAD for 2-D orthographic drawing if you prefer. As a design workflow there are a number of reasons why Rhino is preferred, but it is not fixed.

I know that a lot of students like Revit, in my experience students are not yet proficient enough to design compelling spatial sequences with Revit because they are too beholden to the standard families, but you can discuss this at the start of the term with your individual instructor.

Q - Will studio allow us to do them on our time or will we have to be present online at a specific time of day

A - Mentoring-type classes like studio will remain synchronous We are working to develop a digital interface that aims to foster reciprocal dialogue. We have tested this summer and that Liane will show you in more detail later.

For those looking for a course relevant to the studio:

ARCH 4200A - This course is an exploration of the history of architectural conservation with an overview of the evolution of heritage conservation, from Antiquity to the present in the context of the worldwide built heritage. Conservation philosophy, theories, practices, questions of ethics and related approaches to the material transformation of heritage buildings will be examined, especially looking at how these philosophical theories and experimental practices made it possible to redefine and advance new concepts of architectural conservation.

Heritage buildings will be examined in their broader context. They are not isolated symbols; they form part of a larger network of areas, places, towns and cultural landscapes. In making decisions regarding the conservation of the built heritage, the setting and context of a heritage building is as important as the building and its material components. Architectural conservation is not simply about major architecture, it is also about every day minor architecture and about the people who made these. The approaches to conservation at any time will inevitably be linked to the tangible and intangible values of society and of a culture at that time.

The course will explore the changing notion of built heritage and the implications of this evolution on heritage theories, processes and practices at the local, national and international

level. The course will point out how conservation has evolved to be considered a sustainable approach as it maximizes the use of existing built fabric, the materials, reduces waste, safeguards and add values of the built environment. The course will emphasize that architectural conservation is a creative design process.

ARCU 3304 – Urbanism Studio 1: Urbanism on the Periphery

The Cities We Become: Urbanism Must Die

Professor Ozayr Saloojee; Teaching Assistant Jorge Guitierrez Rivera

Riffing on the title of N.K. Jemisin’s new book “The City we Became,” the Fall 2020 offering of ARCU3304 will explore cities as sites of necessary dismantling and of potential becoming — bringing to the core what has, for a long time, been seen marginal (at best) and abandoned (at worst). This design studio will, as a result, be rooted to questions of spatial justice, marginality, equity, accessibility and of the imagination as an emancipatory tool. The studio will begin on a global periphery - studying and investigating cities around the world - and will move inwards, closer, to our current, coronavirus-urban landscapes where students will analyse, interpret and imagine new, collective urban futures.

The studio will be taught online (lectures, presentations, “desk” critiques and reviews) with Zoom, Figma and Google Drive applications (Google Folders, Sheets and Docs).

Professor Natalia Escobar has just moved to Canada – we will send an update on the C&S studio in due course

ARCC 3301 – Conservation in Practice 1

Reimagining the Plantation

This studio will address contemporary debates on race and architecture, as well as its intersections with social class and gender. For this purpose, the sites of study will be the reminiscent architectures and landscapes of slavery in selected plantations in the United States. Many of these enduring sites and architectures have been preserved as mere aesthetic objects usually transformed into opulent hotels or leisure centers. This process has obliterated the extreme history of human suffering with which they are intrinsically associated, but also the expressions of resistance that the enslaved population undertook in these places. We will be building these other deeper and absent layers of this complex history and giving them expression through design interventions in existing architectures and landscapes. By reimagining these places, we will have to define the role of conservation architects in negotiating history according to present values, rather than merely preserving enduring objects and their exclusionist narratives. From this perspective, conservation means the **questioning, reversioning, and subverting** dominant versions of the past rather than its passive and complicit perpetuation.

4th year Studio

Q - Will housing be in pairs like previous years?

Q - Will we be working in pairs like the previous fundamentals course? And if yes will we be allowed to choose our partners?

Yes, there will likely be three sites and six instructors – two instructors and studio groups per site. At present (subject to change), the instructors for the Housing & City Building studio will be:

1. Eric Archambault
2. Piper Bernbaum
3. John Cook
4. Benjamin Gianni (coordinator)
5. Kareem Mitchell
6. Honorata Pienkowska

As in previous years, much of the term work will be done in pairs (analysis, exercises and the master planning portion of the main project). That said, each student will be responsible for producing her or his own building over the course of the term.

All students registered in the studio will receive a ballot via email in late August. On this ballot, you will be asked to indicate your 1st, 2nd and 3rd choices for studio instructor and be given the option to indicate if there is a particular classmate with whom you wish to work. Students interested in working together should make sure they list the same 1st, 2nd and 3rd choices for instructor and to list each other on their ballots. We'll do our best to accommodate this.

Q - Will we be working solo or in pairs/groups for the main housing project like in previous years?

In pairs, see previous answer.

Q - Will we have the option to hear and collaborate with other students and professors?

Built into the term are many groups reviews and pin ups. Reviews for the earlier projects will be done within individual groups, giving you the opportunity to see what others in your group are doing. The three main reviews for the term – the urban design review, the building design review and the final review – will be conducted with the other studio group working on the same site. We're coordinating things to maximize the opportunities for interaction. We'll be using Figma for all reviews and pin ups and your work will remain posted on the Figma site throughout the term. This will help you keep track of what your classmates are doing.

Q - What will a regular studio day look like online?

The current plan is to have students in each studio group log in to Zoom to check in with each other and their instructor at 1:30 PM Eastern Time on designated studio days. On Desk Crit days, you will then split into pairs to meet with your instructor for feedback on your projects. We'll set up a schedule for these crits to help you organize your time. The expectation, however, is that you will remain online and available during regular studio hours namely between 1:30 and 5:30 on MWF. On review days the group will stay online together for the balance of the afternoon.

Accommodations will be made for file sharing, likely through Microsoft Teams and/or OneDrive to which all Carleton students have access.

Desk crits and reviews will typically be scheduled for Mondays and Wednesdays. Fridays (TBC) are set aside for group lectures. As we've done in the past, we'll invite lecturers to speak on a range of topics relevant to the theme of the studio, namely Housing and City Building. Please let me know if there are particular individuals from whom you'd like to hear or topics that you would like to have covered.

Q - What will the three to four-hour studios look like?

See answer to the previous question.

Q - Will we have to attend the entire class if it is a work period?

There will be more flexibility on "desk-crit" days but you will be expected to be available and online for all or any part of the afternoon on studio days. Each of you should free to speak with your instructor if/when you feel special accommodation is in order.

Q - Will we have one-on-one time with our professors in each class?

Typically, you'll have scheduled "one-on-one" time (in pairs) with your instructor on two of the three scheduled studio days, except when reviews – which will be conducted in groups – are scheduled. As noted, the third studio day is set aside for group lectures.

Q - Are there any suggested summer readings?

Typically, no, but I'll be happy to put such a list together if there is interest.

Q - How will the groups be selected?

By ballots, which will be sent out by email in late August. As noted above, each student will be asked to indicate his/her 1st, 2nd and 3rd choice for studio instructor and be given the option to identify a classmate with whom they'd like to be paired.

Q - How will students who were previously on Co-op get to befriend the younger students?

Not knowing one's classmates is always an issue when returning from co-op. But, as the studio will be structured to provide plenty of opportunities for interaction, it should be easy to form relationships with students you may not know. In any given year, typically 10 or more students return from co-op so you will see some familiar faces.

Q - Will all of the Housing studio site options still be in Ottawa/Gatineau?

That is the current plan.

Q - Considering the current socio-political climate, will any of the housing studio sites be related to the Indigenous Peoples housing crisis, whether that be in-city (Ottawa-Gatineau) or on-reserve? If there is such a studio, will there be classes and presenters who will be able to "come in" and talk to us to better explain the situation (Both Indigenous Peoples and people who have already worked on such sites and projects would be appreciated)

As housing accounts for 90% or more of the urban fabric, this studio addresses housing within the larger theme of city building. Accordingly, there is an emphasis on sites in or close to the urban core and sites that are large enough to accommodate multiple buildings. While I'm not aware of any development projects in Ottawa specifically geared to indigenous peoples, please feel free to alert me of initiatives you might be aware of.

All projects have a requirement for at least 25% social or subsidized housing, a portion of which must be for modest-income families with children. As such, there is the opportunity to address the housing needs of a range of different individuals/households and well as to address housing affordability.

Q - What architecture software will we need to complete our assignments? Will there be a standard, where all students must use Rhino/AutoCAD, or will the medium be flexible?

Typically, students begin the term using either SketchUp or Rhino then shift to Revit as they move into the building design phase. Along with the CAD software, you will also be using Photoshop, Illustrator and InDesign for your presentation work. There is no prescribed software. Each of you will be allowed to use whatever programs you feel are best suited (based on their capabilities and yours) to the various tasks at hand.

As noted above, we will also be using Zoom, Figma, Microsoft Teams and OneDrive to communicate, present work and share files.

Q - Will we get the chance to know which projects/sites will be covered by which professors when choosing them in August?

Typically, no, you will not know the site before studio selection

Fourth Year Options Studio

Q - Will there be options for Studios based on helping in terms of Architecture and Urbanism in First Nations Reserves?

A – This is an important question. The establishment of the student-led Diversity Working Group is urgent, and they are considering important issues on how to improve the school. Additionally, faculty are committed to bringing more diverse voices, and greater equity, and issues of social justice throughout the curriculum through a review of course work over the course of the academic year.

Good engagement, however, takes a long time and needs to be sustained over periods longer than one term. The reason why it takes time is because community engagement needs sustained commitment to build relationships and trust. Furthermore, it needs time to understand the issues in their complexity. We have to be careful in how we approach particular communities. Without proper consultation, without understanding the existing relationality of social, cultural, political and environmental issues our good intentions can very quickly turn problematic. We have to protect both those within the community where we engage, and our own students. To conduct these projects successfully requires an infrastructure that we

currently do not have. The ethics of university teaching and research has to prevail over the immediate desire for engagement.

That said, we will have studios that explore projects that are more socially engaged. For example, my (Johan Voordouw) own fourth year studio group (last year had a number of projects that dealt with questions of child labour and exploitation, environmental degradation, indigenous land rights, and an archive of loss, but this was connected to a seminar that was mandatory for the studio taught by Prof. Jerzy Elżanowski in Indigenous and Canadian Studies which properly contextualized the work and sensitized students through readings and discussions to the competing nuances that defined the work.

For us to properly develop these types of studios, we have to connect more with outside departments to ensure that we are responsible in our intervention and considerate to the needs and voices of those we propose to help.

Online Learning

Richard Huot will explain the Tech 4 class. I was unable to reach out to Jay Lim from Tech 3 in time – which is an oversight on my end. When I send out the answers to all the students, I will try to get a description for that particular class.

1. The course will be pre-recorded for students to view at their own leisure.
 - a. Lectures will be divided into small digestible segments
 - b. Lectures will be made available one or two week at a time to avoid overwhelming students, students will be encouraged to watch one lecture a week.
 - c. All course content, readings, lecture visuals, exams, group assignments, assignments submissions, course outline, assignment outline will be posted to cuLearn. Lecture visuals on the Carleton media space (ends up with a link on cuLearn).
2. Students will be able to ask course content questions at any time using an online platform (Survey Monkey) that I can respond to the entire class with a recorded explanation, for all to benefit from. (“Question Parking Lot”).
 - d. Students will be able to ask questions anonymously or by naming themselves however they would like. This ensure that students not need to feel judged for whatever question they may have.
3. During designated course hours on Friday mornings I will be available for questions or discussions every week.
 - e. Will the Friday morning discussion sessions will be conducted on Big Blue Button will be recorded and posted on cuLearn? Big Button allows for us to exchange ideas by drawing on the screen and take turns.
4. Flexibility will be provided for all exam times to allow for them to work with time differences as well as other deadlines or exams.
5. The Deadline for the group assignment will be a hard deadline as was in the past.

Q - Will these be interactive courses? Such as being heavily based on discussions rather than just being made to sit and listen in a lecture.

Q - Will classes allow us to do them on our time or will we have to be present online at a specific time of day

A – This is not a straightforward answer.

Courses structures are up to the discretion of individual faculty, but generally speaking, lecture courses will be taught asynchronously, meaning you can watch the lectures at your own time.

Other courses, such as seminars in H&T electives maybe hybrid in which lectures are pre-recorded, but in-class discussions or group work are synchronous.

Q - Are there any other approved H/T electives? (the current list very limited & some clash with studio times).

A – Unfortunately we are unable to add any additional H/T electives to the list. There are a number of logistical problems with compiling the list, the details of which don't really matter but one of the things I would like to do this year is see how we might simplify and clarify this process. I cannot make any assertions that it will be better, but we would like to take the next couple of months to improve how we make and manage the list

Q - Currently on Carleton Central ARTH 4800 - Affirmation in Indigenous Communities is unavailable to for registration for BAS students; can we change this?

A – Michelle, this student will have to contact the Art history department or submit an override request for permission to take the course.

If you have already tried that, please let us know, and we can contact the course instructor and find out exactly what is going on.

I don't think this is the case here, but the difficulty with electives is that we have to select and approve them a year in advance. So, this summer we are looking at electives not for this September, but for the fall of 2021. A lot can change in that time which is why it can be difficult for the School to manage and for students.

Q - Will there be more in person classes, or video lectures instead of just posting slideshows?

A – We are developing a series of synchronous, asynchronous, and hybrid learning models.

These lesson plans are to the individual instructors, but we are putting in place some suggestions for best practice so that all students have equal learning opportunities. Courses like Studio will have synchronous classes. Lecture classes such as history will have more video lectures (and will be available asynchronously). We will recommend that instructors make more information available than simply post slideshows.

Q - Will there be any time during the semester that we will need to be a school?

A - No, at no time will you have to be in the physical building.

You will be required to attend classes (be online) at designated time for certain courses (e.g., studios), but other course materials will be made available asynchronously to provide flexibility for when you view them. This will be described by individual instructors at the beginning of the year

Q – How are we dealing with time zone issues?

A- We will reach out to you in the next month to find out which students are in distant time zones to figure out how we can organize classes to accommodate those living far away.

Q - Students who may have more money or equipment at home will in general be able to make their projects more detailed and of higher quality. Will this be taken into consideration when grading and when comparing those projects to those done by other students who may not have all the equipment and resources?

A - This is always an issue, but what we are trying to do is make a fixed material list of inexpensive materials that are readily available. We are hoping in this way to bring greater equity to the program, but this remains an on-going conversation, and we have to work hard to keep an eye on this issue, even after COVID and distanced learning ends.

Directed Studies Abroad

Q - Will we get a chance to still go on trips if a miracle happens and travel is deemed safe?

Q - Will these trips still be running?

Q - Will we be able to get refunds for trips if we decide to go on a trip and it gets cancelled?

Jill - The 3rd-year DSA, and the 4th year trip for Urbanism students, are signature elements of our programs, and may have been one reason that some of you decided to come to Carleton. If travel is deemed safe, we would like to offer this opportunity to students in winter 2021. This may be possible, but we are a long way from knowing how Federal, Provincial, and International policies will look in 6 months. It's a bit complicated, because even if the government and the University think it is safe to travel, a number of students who would otherwise love this opportunity, might not feel comfortable crossing borders, or even getting on a plane. I would prefer not to make a fixed decision at this time.

Here are three other options that may be more in keeping with this completely unanticipated circumstance.

We can make time in September to explore all of them with students.

1. Crafting travel opportunities to interesting sites in Canada, addressing landscapes rather than cities, and using this as an opportunity to introduce large-scale landscape projects into the 3B studios.

2. Deferring the 3rd-year trip for Design students to 4th year, in the hopes that the axis of our lives will tilt back toward normal. There is good reason to anticipate some success in vaccine development, for example. But with this decision, there are of course no guarantees. (This does not apply to the 4th-year Urbanism students.)

3. Introducing other exciting dimensions into the 3rd-year studios, like 5-week short projects taught by visitors from abroad, people we would likely not otherwise be able to bring into our curriculum.

International Exchange

Q - Should my concerns be addressed with the exchange office?

Heba Elbat, International Student Service Office - A decision has not yet been made on whether the winter exchange will proceed or not. I know that senior management is scheduled to meet in August to make a decision in that regards. We have advised students that they should expect a decision on this topic early in the Fall. Please be assured that once a decision is made it will be immediately communicated to the staff and students.

Due to the uncertainty of the winter exchange, we have been recommending that students register in Winter courses here at Carleton as a tentative plan. That is maybe something your students may wish to consider.

Student Experience

Q - What is the computer requirement?

A – most standard laptops or desktops are fine.

- The recommendation for Adobe CS is Intel® or AMD processor with 64-bit support; 2 GHz or faster processor, 8 GB of RAM, and 3.1 GB or more of available hard-disk space (more required for installation).

- The specification for Revit is Microsoft 10, 64-bit Enterprise or Pro. Multi-Core Intel®, Xeon®, or i-Series processor or AMD® equivalent with SSE2 technology, and 8-16 GB of RAM.

- The specification for Rhino is Microsoft 10, 64-bit Pro. Intel Core i7 8700K or AMD equivalent CPU, NVIDIA Quadro P2000 GPU, 16 GB of RAM, 250 GB SSD.

As important is a reasonable internet speed for both download and upload speed. Zoom needs approx. 1.5Mb/s. You can test your internet speeds on a website like: speedtest.net

Q – Will tuition fees be reduced to account for the software and technologies that students will now have to provide for themselves? For example, Adobe software and computers capable of running those programs? These are new costs for students who previously relied on the Azreili school's amenities.

Q - Is there potential for students to receive adobe accounts from the university?

A - Adobe CS (Fall & Winter), we are communicating with the Dean's office to try and get a program-wide access. Other departments are considering Adobe CS licenses as well, such as Journalism, Industrial Design and BIT. Because it encompasses a larger group of departments it will take some time to get a confirmation, but we are hopeful that we can provide all second year BAS students with a year-long subscription to Adobe CS

Rhino (Winter) for the Computer Modeling course, and studio (\$150.00 for a non-expiring, educational license – contact Mike Getz for more information).

Autodesk software is freely available in one-year educational subscriptions. This includes AutoCAD and Revit.

Our pedagogy does not support SketchUp, but there is a free trial available.

General University

- Building Access (Computer labs and Workshop facilities)

A – The Architecture Building facilities will not be available to students in the fall term

- Residence

A – Students can be in residence; all double rooms will only have a single person, but they will share a bathroom with one other student

Q - Will we have access to the physical archives of the library?

A – Library will be pick-up and drop-off only

- Campus Recreation

A – As of right now, our understanding is that Campus Recreation will be closed

Student Health and Paul Menton Centre Services

A – From Kristie Tousignant, Director of Health and Counselling Services, student health services and they have moved all of their services online including mental health support. The clinic is open Monday to Friday 8:30-4:30 for all services. They are almost exclusively virtual; however, the medical clinic can take face to face visits when necessary and they have a protocol in place to facilitate physical visits.

Anyone can call for medical and counselling services.

- From Larry McCloskey, Director of the Paul Menton Centre for Students with Disabilities, students can contact PMC by email or phone, and they will be connected to a coordinator for their individual discussion and assessment of needs.

Winter Term

Q - When will we find out about if the winter term is in person or online?

Q - How far in advance will Carleton announce whether the winter term will be online or in person?

A - At a departmental level the decision is on-going, and this is at the forefront of our minds, to give you sufficiently informed as updated information becomes available. Broadly speaking the university is considering a hybrid model. We have to be very careful in noting that this is tentative, and that these decisions may change depending on the timing of the second wave of infections, and the length that the second wave stays.

But in the interest of keeping you up-to-date, in an email today from the University it writes: “We remain hopeful that it will be possible to welcome some students back to campus in January; however, it seems very unlikely that the pandemic will have fully resolved by then.

In planning for Winter 2021, we must remain responsive to evolving public health guidelines. We will continue to be guided by the key principles outlined by the Carleton University Scenario Planning working group, and we will continue to place the health and well-being of students, staff, faculty and the broader community above all other considerations. Even if public health restrictions are eased such that some face-to-face instruction could resume, many students may not be able—or may not be comfortable—to return to campus. Therefore, as [departments]

develop [their] Winter 2021 Term courses, please do so in a manner that will allow them to be delivered to our students who will be taking their courses remotely.”

Q - Is the studio for this semester best experienced in person?

A - That is a personal decision on whether you feel comfortable coming to campus and your preferred mode of learning. In principle, if the hybrid model remains, you will be able to come to campus and learn in-person in the winter term.

Q - How will students be accommodated if they choose to stay home should Carleton offer the choice of attending class in person or remotely.

A – there is still a lot of questions about how a hybrid model would work, but our current assumption is that lectures would be recorded in-class and posted for those unable to attend in person, and that hybrid models would include teaching in-person and through the workflow showcased today.

Q - If the Winter term continues to be online, how will classes like Advanced Building Assessment which rely on in-person teaching be conducted? We still want to be able to visit sites and learn how to use different tools such as laser scanners and the rest before we graduate but if we are not able to do so what is the plan? The first class this will be a pressing issue for will be Historic Site Recording and Assessment taught in the Fall Semester. At the very least could we hear what will be happening to that class?

A - Mario will be gathering data on 23 sites in Ottawa for them to us during the semester.

Q - would you be able to explain how the course will be teaching differently as the years before?

A - We need to adapt to our new reality and succeed, obviously it is unlikely that students would assess the inside of historic sites in Ottawa, therefore the course will keep the same contents, but assignments have been modified to accommodate remote work. Two short quizzes have been introduced to evaluate knowledge of class contents and readings

Q - They always work in teams, are they going to do the same remotely?

A - For some assignments they will work together, but everything remotely

Q - Will we learn 3D laser scanning?

A - We don't teach how to use a 3D Scanner in this course, we give a short intro on this device. For the course, we teach photography, hand survey, Total Station, rectified photography and Photogrammetry, although students won't touch the surveying devices, students will learn how they are operated, and a set of data will be available for students to produce the requested assignments.

Q - How are we going to visit the site?

A - No visits are planned, many students will be accessing the course from out of town, therefore data will be accessible through the Carleton library and Google.

Q - If in person is offered in the winter term, will the architecture school account for differences in working at school vs from home in their evaluations?

A – This is a difficult question because it is based on an assumption – which many will believe is correct, but where we do not have a metric to know how, or to what extent is it correct or incorrect. As mentioned, there are still a lot of questions about the hybrid model. Equity and parity in grading remains a central concern, but first we need to know that the hybrid model is going ahead, and second we need to better understand the implications of students learning the same material in different ways. At this time, we simply do not have an adequate answer to this specific question.

Other Questions

Q - How exactly does the Co-Op work considering the current situations?

Q - Will we still be able to begin Co-Op after our third year or has everything been pushed back?

A - for now, the plan is for co-op to run as usual, after 3rd year where each student is required to complete three full work terms to have the coop designation on their degree. Coop is being very flexible currently with job searches and hiring knowing the current economic climate. However, they are assessing everything on a term-by-term basis as we navigate through COVID.

Q - Will the 3D printer/woodshop/laser-cutter/print lab be available for use?

A – in the fall term these facilities will not be available to any undergraduate student. We are still considering whether they are available to the fourth-year studio in the winter term. This depends a lot on how smoothly our systems work in the fall.