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| For Academic Affairs and Research Use Only |
| Proposal Number | LAC122 |
| CIP Code:  |  |
| Degree Code: |  |

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| Katherine Baker 9/23/2022…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Temma Balducci 9/23/2022**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Warren Johnson 9/27/2022**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 09/26/2022**Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_\_Gina Hogue\_\_\_\_\_ 9/28/2022**College Dean** | \_\_\_\_\_ Alan Utter \_\_\_\_\_\_\_\_\_\_ 10/17/22**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Dr. Temma Balducci, Dept. of Art + Design,tbalducci@astate.edu, (870) 972-3050

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Start Term Spring 2024, Bulletin Year 23-24

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **GRFX** |
| **Number\*** |  | **2803** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Multi-Platform Design** |
| **Description\*\*** |  | **UI/UX principles explored via design application to both print and digital platforms. Emphasis on building interface prototypes that are aesthetically pleasing and rationally constructed for successful user experience. Spring.****Prerequisites: C or better in GRFX 1413, GRFX 2203, and GRFX 2303; or instructor permission.** |

 ***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **YES Are there any prerequisites?**
	1. If yes, which ones?

C or better in GRFX 1413, GRFX 2203, and GRFX 2303; or instructor permission.

* 1. Why or why not?

GRFX 1111 Design Tech used to be part of GRFX 2203 Intro to Graphic Design. Now Design Tech is its own course, GRFX 1413.

Students must also have foundational awareness of typography and layout, which is supplied in GRFX 2303.

1. **NO** Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? YES/NO]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Spring

1. **Proposed course type [Modification requested? YES/NO]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Studio

1. **Proposed grade type [Modification requested? YES/NO]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. **NO** Is this course dual-listed (undergraduate/graduate)?
2. **NO** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

1. **NO** Is this course in support of a new program?

a. If yes, what program?

 Enter text...

1. **NO** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

**Course Details**

1. **Proposed outline** **[Modification requested? YES/NO]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**WEEK 1:** Course introductions. Introduction/review of Adobe XD.

**WEEK 2:** Continued introduction/review of Adobe XD. Begin ***Project 1: Print to Interface***.

* Student brings in their best print piece (or professor provides an existing print-based design). Evaluation of design elements and identification of design system.
* Build simple interface informed by the print work. Reinforcement of how one must apply design principles, including visual hierarchy, color, controlling the read, and typography to this platform too.

**WEEK 3:** Project 1 work. Continued XD training via project 1 requirements.

**WEEK 4:** Project 1 due.

Begin ***Project 2: Design Systems and Icon Creation***.

* Creation of an app icon and design system for a made-up product/service. (This reinforces knowledge of visual weight created by shape vs. space, which is also key to logo design and all mark-making. Design systems and their consistency relate to everything from multi-page design to branding systems.)
* Then apply these to an app prototype with multiple artboards.
* Introduction to Adobe XD’s prototyping to show how pages navigate to each other and what that means for the user experience.
* Introduction to how XD’s Prototype workspace emulates traditional navigation maps.

**WEEK 5:** Project 2 work.

* Help sessions if needed.
* Group critiques.
* Explain how user testing adds to (but doesn’t replace) traditional group critiques on design.
* Continued XD training via project 2 requirements

**WEEK 6:** Project 2 work.

* More user testing, group critiques, help sessions if needed.
* Continued XD training via project 2 requirements

**WEEK 7:** Project 2 due.

* Begin workshop that explores how one reads a textbook with multiple chapters via a design system. Introduction to how design systems work in an app.
* Discussion on the similarities and differences between a linear read (print) and non-linear.
* Discussion of navigation maps for non-linear. Relate this to websites and apps (non-linear).
* Begin ***Project 3: Multi-Tiered Design:*** Student brings in an existing multi-chaptered book (or multi-chaptered piece of their own creation if taking this class later in their studies) and build simple MPA (Multi-Page Application) informed by the print work.

**WEEK 8:** Workshop continued.

* Evaluation of design elements and identification of design system.
* Reinforcement of how one must apply design principles, including visual hierarchy, color, controlling the read, and typography to this platform too.
* More XD tutorials.

**WEEK 9:** Project 3 work.

* More user testing, group critiques, help sessions if needed.
* Continued XD training via project 3 requirements.

**WEEK 10:** Project 3 due.

Begin ***Project 4: Print to CMS Responsive Web Design***.

Students provided an event that requires an informative poster and website. Logo, copy sheets, target audience information, and marketing objectives provided. Students create simple print poster using Adobe InDesign with supportive elements from Illustrator and/or Photoshop.

* Workshop with Wix CMS workspace and its responsive website building and how/when/why to adjust its templates.
* Also, introduction to Adobe XD’s website prototyping capabilities with explanation of prototype vs. live site in relation to industry-specific processes, user testing, and client needs.
* Brief introduction to HTML/CSS so that students have basic working knowledge. Also introduction to other coding languages like JavaScript and Python, but only in theory. All coding languages discussed in a way that considers how much designers need to know per career goals. (Designers do not NEED to know how to code beyond basic awareness of HTML/CSS.)

**WEEK 11:** Project 4 - work on posters.

* Group critiques.
* Evaluation and identification of design system.
* Review of information needed for website and provided text.
* Reinforcement of how one must apply design principles, including visual hierarchy, color, controlling the read, and typography to this platform too.
* HTML and CSS exercises.
* Begin free Wix page.

**WEEK 12:** Project 4 posters due.

* Application of design to simple Wix CMS site.
* Adjustment of basic HTML/CSS to alters CMS site.

**WEEK 13:** Project 4 work. Group critiques and user testing.

**WEEK 14:** Project 4 work. Group critiques and user testing.

**WEEK 15:** Project 4 due.

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Enter text...

1. **Department staffing and classroom/lab resources**

Enter text...

1. Will this require additional faculty, supplies, etc.?

 **NO**

1. **NO** Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

1. **[Modification requested? YES/NO]**Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 Starting in 2023, students would take this class **or** GRFX-2703 Interaction Design, which differs from previous years where there was no option for the required GRFX-2703. >>> (Interaction Design course description: “Key principles and techniques of human-centered interaction design across a range of contexts including web; from touch screens to emerging digital products using voice and gesture interactions.”) The proposed course differs from GRFX-2703 in that Multi-Platform Design will more obviously connect the aesthetics, visual design principles, and audience reception theories of students’ previous design classes to the UI/UX setting. Unlike Interaction Design, Multi-Platform Design will not deeply explore how screens react to the user, nor theoretically study other user experience of emerging technologies. **WHY is this option necessary?** Students acquiring BFA in Graphic Design (vs. BFA in Graphic Design with Digital Design emphasis) need increased comprehension of how traditional layout design is translated to user interface, as well as better understanding of how the experience of a user (UX) is the digital equivalent of how an audience interacts with a tangible medium. Instead of separating UI/UX as its own entity, this course capitalizes on what is presently being instructed in the existing curriculum. This hands-on exploration also allows students to learn Adobe XD, the digital prototyping program that is barely introduced in earlier classes (specifically, GRFX-2303 Typography and Layout), but presently taught in GRFX-2703 Interaction Design. To show knowledge of app prototyping is necessary in portfolio development; however, students in GRFX-4803 Portfolio Capstone have shown up with a working prototype that displayed little graphic design skill.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

 Enter text...

c. Student population served.

Students acquiring BFA in Graphic Design or others who are admitted by professor.

d. Rationale for the level of the course (lower, upper, or graduate).

It capitalizes on knowledge learned in foundational courses in the Graphic Design curriculum, but it introduces how these skills connect to digital prototyping. Therefore, it should stay as a 2000-level course.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

*I = Introduced; E = Emphasized; R = Reinforced; X = Assessment Capstone*

**I/E** : PLO 1: SUBJECT KNOWLEDGE : Students will be able to synthesize professional work that answers project objectives using aesthetic, conceptual, and technical skills.

**I/E**: PLO 2: PROBLEM SOLVING SKILLS: Students will be able to solve complex problems for interconnected systems of objects, people and settings using knowledge of aesthetic and contextual issues.

**I/E** : PLO 3: TECHNICAL COMPETENCE: Students will be able to create a portfolio that proves adaptation to technological innovation via effective designs that display a working knowledge of multiple processes and media.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | SUBJECT KNOWLEDGE : Students will be able to synthesize professional work that answers project objectives using aesthetic, conceptual, and technical skills. |
| Assessment Measure | A group of Graphic Design Faculty and outside evaluators (alumni, regional designers, etc.) evaluate the student’s ability to analyze their work, be professional in their oral comments, and show conceptual understanding of project objectives.  |
| Assessment Timetable | three year cycleFall Meeting: Assessment Committee reviews data; Spring Meeting: Faculty reviews findings |
| Who is responsible for assessing and reporting on the results? | Assessment Coordinator reports on A+D Faculty evaluations |

 *(Repeat if this new course will support additional program-level outcomes)*

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| **Program-Level Outcome 2 (from question #19)** | PROBLEM SOLVING SKILLS: Students will be able to solve complex problems for interconnected systems of objects, people and settings using knowledge of aesthetic and contextual issues. |
| Assessment Measure | A group of Graphic Design Faculty and outside evaluators (alumni, regional designers, etc.) evaluate the student’s ability to analyze their work, be professional in their oral comments, and show conceptual understanding of project objectives.  |
| Assessment Timetable | three year cycleFall Meeting: Assessment Committee reviews data; Spring Meeting: Faculty reviews findings |
| Who is responsible for assessing and reporting on the results? | Assessment Coordinator reports on A+D Faculty evaluations |
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| **Program-Level Outcome 3 (from question #19)** | TECHNICAL COMPETENCE: Students will be able to create a portfolio that proves adaptation to technological innovation via effective designs that display a working knowledge of multiple processes and media.  |
| Assessment Measure | A group of Graphic Design Faculty and outside evaluators (alumni, regional designers, etc.) evaluate the student’s ability to analyze their work, be professional in their oral comments, and show conceptual understanding of project objectives.  |
| Assessment Timetable | three year cycleFall Meeting: Assessment Committee reviews data; Spring Meeting: Faculty reviews findings |
| Who is responsible for assessing and reporting on the results? | Assessment Coordinator reports on A+D Faculty evaluations |

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Student will understand how to apply their graphic design skills to create a design system that applies to multiple platforms, so that one sees multiple platforms as complements to a single end vs. separate entities. |
| Which learning activities are responsible for this outcome? | The final project carries a developed design system all the way through multiple pieces, from printed poster to merchandise to event signage to app prototype, etc.  |
| Assessment Measure  | Every project sheet contains a detailed rubric. Multiple critiques throughout the process will assess visual problem-solving skills. Final project will be assessed according to its rubric and progress from critiques.  |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

**Undergraduate Bulletin 2022-2023**

[https://catalog.astate.edu/content.php?filter%5B27%5D=GRFX&filter%5B29%5D=&filter%5Bcourse\_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur\_cat\_oid=3&expand=&navoid=78&search\_database=Filter#acalog\_template\_course\_filter](https://catalog.astate.edu/content.php?filter%5B27%5D=GRFX&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=78&search_database=Filter%23acalog_template_course_filter)

**CURRENT**

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| **Graphic Design** |
|    | •  [GRFX 1113 - Design Literacy](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4605) **Sem. Hrs:** **3** |
|    | •  [GRFX 1223 - Introduction to Digital Game Development](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4606) **Sem. Hrs:** **3** |
|    | •  [GRFX 1413 - Design Technology](https://catalog.astate.edu/content.php?filter%5B27%5D=GRFX&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=78&search_database=Filter#/usr/local/webroot/acalog-legacy/shared/htdocs_gateway/ajax/preview_course.php) **Sem. Hrs:** **3** |
|    | •  [GRFX 2203 - Introduction to Graphic Design](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4608) **Sem. Hrs:** **3** |
|    | •  [GRFX 2223 - Digital Game Asset Creation](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4609) **Sem. Hrs:** **3** |
|    | •  [GRFX 2233 - Digital Game Production Design](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4610) **Sem. Hrs:** **3** |
|    | •  [GRFX 2303 - Typography and Layout](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4611) **Sem. Hrs:** **3** |
|    | •  [GRFX 2703 - Interaction Design](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4612) **Sem. Hrs:** **3** |
|    | •  [GRFX 2723 - Virtual Reality Concepts](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4613) **Sem. Hrs:** **3** |
|    | •  [GRFX 2783 - Human Centered Design](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4614) **Sem. Hrs:** **3**[GRFX 2803 - Multi-Platform Design](https://catalog.astate.edu/content.php?filter%5B27%5D=GRFX&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=78&search_database=Filter)

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| Print (opens a new window)**GRFX 2803 - Multi-Platform Design****Sem. Hrs:** **3**UI/UX principles explored via design application to both print and digital platforms. Emphasis on building interface prototypes that are aesthetically pleasing and rationally constructed for successful user experience. Spring.**Prerequisites:** C or better in GRFX 1413, GRFX 2203, and GRFX 2303; or instructor permission. |

 |
|    | •  [GRFX 3303 - Intermediate Typography](https://catalog.astate.edu/content.php?filter%5B27%5D=GRFX&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=78&search_database=Filter#/usr/local/webroot/acalog-legacy/shared/htdocs_gateway/ajax/preview_course.php) **Sem. Hrs:** **3** |
|    | •  [GRFX 3400 - Graphic Design Review](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4616) **Sem. Hrs:** **0** |

**PROPOSED**

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| **Graphic Design** |
|    | •  [GRFX 1113 - Design Literacy](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4605) **Sem. Hrs:** **3** |
|    | •  [GRFX 1223 - Introduction to Digital Game Development](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4606) **Sem. Hrs:** **3** |
|    | •  [GRFX 1413 - Design Technology](https://catalog.astate.edu/content.php?filter%5B27%5D=GRFX&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=78&search_database=Filter#/usr/local/webroot/acalog-legacy/shared/htdocs_gateway/ajax/preview_course.php) **Sem. Hrs:** **3** |
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|    | •  [GRFX 3400 - Graphic Design Review](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4616) **Sem. Hrs:** **0** |