Code # Enter text…

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| Shelley Gipson 2/14/2017 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Temma Balducci 9/18/2017 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 10/20/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Gina Hogue 10/20/2017 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Joe Ford, [mford@astate.edu](mailto:mford@astate.edu), 970.972.3050

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

GRFX 1112

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Design Literacy

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Introduction to design, color theory, typography and composition.

6. Prerequisites and major restrictions. (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. Are there any prerequisites? No
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

This is entry level.

1. Is this course restricted to a specific major? Yes
   1. If yes, which major? BS Digital Innovations

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Spring, Summer

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Studio

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

Letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

Enter text...

1. Are these courses offered for equivalent credit? No

Please explain. Enter text...

12. Is this course in support of a new program? Yes

a. If yes, what program?

BS Digital Innovations

13. Does this course replace a course being deleted? No

a. If yes, what course?

Enter text...

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

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

This course is ½ semester

**Week 1** Introductions and presentations about design thinking and the place of design literacy in the 21st Century.

**Module Topics:**

What is design? Introduction to iterative thinking.

How the medium of distribution effects aesthetics.

Content + Visual Design + Usability = UX Design.

*Assignment 1: creating basic wireframes*

**Week 2** **Typography Modules:**

History

Terminology

Type Anatomy & Type Families.

Display Type vs. Body Type

Selecting and Combining Typefaces

*Assignment 2a: Typeface Case Study Booklet (research a typeface).*

*Assignment 2b: Blog Mockup (use Illustrator, choose only 2 typefaces that pair successfully).*

**Week 3** **Module Topics:**

Design Trends Are a Technology: How and why design trends change over time, case study of Google's 'Material Design'.

*Assignment 3: Mockup a web form in the 'Material Design' style using Adobe Illustrator.*

**Week 4** **Composition Module Topics:**

Understanding Proportions: Golden Ratio, Rule of Thirds, Proportions of our digital devices.

Reading Direction

Depth,

Guiding the Eye

Forground/Background

Dominance,

Similarity

Rhythm

Texture,

Direction

Contrast.

*Assignment 4: Build a mockup web homepage, applying all of the principles learned so far. Must build site in 3 different sizes (Desktop, Tablet, Mobile)*

**Week 5** **Hierarchy on the Web Modules:**

Grid Based Design

Using Whitespace,

How Typography and Color affects Hierarchy

*Assignment 5: Create 5 design variations on a blog post altering design aspects to experiment with successful hierarchy*

**Week 6** **Color Theory Modules:**

What is color?

CMYK vs. RGB

Understanding RGB & RGBA notation

Understanding hexadecimal notation

Color & Psychology

Color & Culture

Color Schemes

*Assignment 6: Case studies - find the 5 websites you visit most often and analyze each site's use of color.*

**Week 7** Final Assignment

This course is an Astate Online Services course (AOS). All AOS courses are 7 weeks.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

none

19. Department staffing and classroom/lab resources

This is an online course, no classrooms/labs will be affected

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

This course is part of a program for which a new faculty member has already been hired.

20. Does this course require course fees? no

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

**Course Justification**

21. Justification for course being included in program. Must include:

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

This is a crash course combining the principles and elements of art, typography, composition and color theory as it pertains to digital design, especially as it pertains to the web and personal devices. This course, along with GRFX 1111 Design Technology, provides the building blocks on which all other GRFX courses in the BS Digital Innovations are based.

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

The Department of Art and Design is dedicated to the creative, aesthetic and cultural development of visual art students that builds upon a well-rounded liberal arts education. This course works like the other foundation courses in BA and BFA programs in Art. It is the introduction to creative, aesthetic and cultural development as it pertains to digital innovations.

c. Student population served.

BS Digital Innovations students

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

This is an introductory course. It needs to be 1000-level.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness | * 1. **[ x]** Thinking Critically | * 1. **[x ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. 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?

This course will is an “I” for PLO 1 and 2 below. The student is not familiar with content/skill/behavior. Instruction concentrates on introducing students to the content area/skill and brings them to some predetermined entrance benchmark.

24. Considering the indicated program-level learning outcome/s (from question #23), 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.*

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| **Program-Level Outcome 1 (from question #23)** | **SWBAT apply various digital design, strategic communication and creative media knowledge and skills to complete professional work.** |
| Assessment Measure | Direct Measure:  Description: In Digital Innovations Portfolio, students present ≥ 10 professional-level works to a committee made up of Faculty from all areas. This is a capstone course designed to prepare students for entrance into professional practice  Measure: Student applies subject knowledge to conceptualize, develop, and complete professional work that answers project objectives.  Faculty Scores students on multiple aspects of production (project objective, audience, purpose and context) on a scale from 1 to 5, 3 being average.  Data Collection: Each Measure is scored on a 5 point scale.  Scale: 1 being unacceptable, 2 poor performance, 3 average, 4 good, 5 high/excellent  Data Analysis: Successful students will score a combined average of 3.5 or higher.  Indirect Measure:  Description: In Digital Innovations Portfolio, students complete an exit survey. Alumni survey every 3 years. |
| Assessment  Timetable | This is assessed in the GRFX 4793 capstone at the end of the program.  Year 1 (2020-2021) on a Two year cycle.  Fall Meeting: Assessment Committee reviews data;  Spring Meeting: Faculty reviews findings  Reports: (1) review scores on portfolio content  (2) discuss actions to be taken to improve results |
| Who is responsible for assessing and reporting on the results? | GRFX 4793 Faculty Committee  (membership includes digital design, strategic communication and creative media faculty ) reporting to Department of Art and Design Assessment Coordinator |

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| **Program-Level Outcome 2 (from question #23)** | **SWABT apply the written, oral and aesthetic skills required of a professional designer.** |
| Assessment Measure | **Direct Measure**:  Description: In Digital Innovations Portfolio, students make an oral presentation and defend their professional portfolio in real time with a committee of Faculty representing all areas of the program.  **Measure 1:** Student can evaluate his/her outcomes based on critical, ethical, and aesthetic issues.  Question: Choose one of the works (or series/campaigns) that you presented and explain why you believe this is the best solution to the problem in the context of contemporary critical, ethical, and aesthetic issues.  **Data Collection:** Each Measure is scored on a 5 point.  **Scale:** 1 being unacceptable, 2 poor performance, 3 average, 4 good, 5 high/excellent  **Data Analysis:** Successful students will score a combined average of 3.5 or higher.  **Indirect Measure**:  Description: In Digital Innovations Portfolio, students complete an exit survey. Alumni survey every 3 years. |
| Assessment  Timetable | This is assessed in the GRFX 4793 capstone at the end of the program.  Year 2 (2021-2022) on a Two year cycle.  Fall Meeting: Assessment Committee reviews data;  Spring Meeting: Faculty reviews findings  Reports: (1) review scores on oral defense, and  (2) discuss actions to be taken to improve results |
| Who is responsible for assessing and reporting on the results? | GRFX 4793 Faculty Committee  (membership includes digital design, strategic communication and creative media faculty ) reporting to Department of Art and Design Assessment Coordinator |

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

**Course-Level Outcomes**

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

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| **Outcome 1** | Students will demonstrate an understanding of design fundamentals |
| Which learning activities are responsible for this outcome? | Lectures  Guided Tutorials  Project based assignments |
| Assessment Measure | Final assignment graded by rubric. |

*(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. Follow the following guidelines for indicating necessary changes.**  **\*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.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**Graphic Design (GRFX)**

**GRFX 1111. Design Technology** Basic levels of graphic design utilizing Adobe Illustrator, Adobe Photoshop, and Adobe InDesign software. Prerequisites: Declared Graphic Design Major or permission of instructor, Corequisite GRFX 2203. Spring.

**GRFX 1112 Design Literacy** Introduction to design, color theory, typography and composition. Restricted to BS Digital Innovations students. Spring, Summer.

**GRFX 2103. Visual Thinking** Focuses on the process of lateral thinking and the visualization of design problems and their solutions. Emphasizes effective research, imagination, originality, and execution in various media. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio class. Prerequisite, a grade of C or better in ART 1033 and ART 1013; or permission of instructor. Fall, Spring.

**GRFX 2203. Introduction to Graphic Design** Graphic design application, career paths, and role in media and technology; layout, typography, media, color, photography, illustration and technology. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. Prerequisites: Declared Graphic Design Major or permission of instructor, Corequisite GRFX 1111. Spring.

**GRFX 2303. Typography and Layout** Craftsmanship, terminology and application of classical typography in traditional and digital print processes. It is expected that students will spend a mini- mum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. Prerequisites, a grade of C or better in ART 1013 and GRFX 2203; or permission of instructor. Fall.

**GRFX 2703. Introduction to Web Design** Basic concepts of designing for the web using Site Maps, Wireframes and Mock-ups; introduction to HTML, emphasizing semantic use of elements; introduction to CSS as a way to separate content from presentation. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. Prerequisites, a grade of C or better in GRFX 2303; or permission of instructor. Fall.

**GRFX 3303. Intermediate Typography** Principles and practice of typography in complex situa- tions including creating visual narrative, designing typeface, and experimenting with typography. It is expected that students will spend a minimum of three additional clock hours per week on work outside the scheduled class time for each studio Graphic Design class. May be repeated for credit. Prerequisites, a grade of C or better in GRFX 2303; or permission of instructor. Spring.

**GRFX 3400. Graphic Design Review** Portfolio review for BFA admission. Passing is prerequi- site for 4000-level GRFX courses. Limit: Students may take this course only twice. Prerequisites, a 2.75 GPA in all ART, ARTH, GRFX courses; ART 1013, ART 1023, ART 1033, ART 1043, ART

3033, ARTH 2583 and ARTH 2893; Co-requisite: GRFX 3503; permission of advisor and depart- ment chair required. Fall, Spring.