

# UNIVERSITY FACULTY SENATE FORMS

## Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: **Ashley John Pigford, 302.831.2244**  
Department: **ART**  
Email Address: **design@udel.edu**

Action: **Revise Major**  
Effective Term: **08F**  
Current Degree: **BFA in Visual Communications**

Proposed change leads to the degree of: **BFA in Visual Communications** (no change)  
Proposed name: **N/A** (no change)

Revising or Deleting:  
Undergraduate major / Concentration: **BFA in Visual Communications**

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)? (Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

## **Courses to ADD or MODIFY from Course Catalog:**

### **A. Required Courses for the Degree**

(see Program Requirements section for further details)

#### **Art 200          Typography 1** *(formerly "Visual Communications Process I")*

An introduction to the fundamentals of typography and the study of letterforms: history of the modern alphabet, type classification, effects of printing technology (i.e. letterpress) on typography, drawing letterforms, constructing letterforms, designing a page with type. Prerequisite: Freshman Foundations

#### **Art 201          Typography 2** *(formerly "Visual Communications Process II")*

Further development in use of typography for communication: grid systems, effects of context on legibility and readability, type in sequence (i.e. books, animation, interactivity), typographic systems and modernist grid compositions in publications, use of computer as tool for typographic projects, introduction to design theory (i.e. semiotics) as it applies to typography. Prerequisite: Art 200

#### **Art 302          Typography 3** *(formerly "Graphic Design I")*

Further development of Type as expression and experimental contexts of typography: type as experience, type as art object, symbol and cultural element, type as personal voice, type as an interactive experience, experimental and post-modern typography. Prerequisite: Art 201

#### **Art 210          Form & Communication 1** *(formerly "Visual Communications Imagemaking I")*

Focus on hand created illustrative image-making processes as communication elements in the context of graphic design. Development of techniques and processes, with the intention to communicate visual elements in conceptual contexts. Processes are introduced and implemented in assignments that push basic representation into complex designed systems. Prerequisite: Freshman Foundations

#### **Art 211          Form & Communication 2** *(formerly "Visual Communications Imagemaking II")*

Further development of image-making techniques and processes with the intention to communicate: graphic elements as representation, icons and symbols. Photographic processes are introduced and implemented in the context of assignments as part of complex designed systems (parts that form a whole). Understanding of color, line, shape (form elements) as communication. Focus on photographic image-making processes as communication elements in the context of graphic design. Prerequisite: Art 210

#### **Art 312          Form & Communication 3** *(formerly "Illustration I")*

A narrowed focus of image-making techniques and processes in either illustration or photographic design practice. Direction of study is determined by student's selection of one of two sections of this course. Students are introduced to a more refined use of materials to express a point of view and communicate ideas. Prerequisite: Art 211

#### **Art 207          Media/Design/Culture**

This course looks at current and historical media processes and their impact on art, design and culture. Image making and manipulation, video, audio, interactivity, and connectivity are discussed and demonstrated. Research and hands-on projects help students navigate the constantly changing media landscape. Course content includes critically viewing fine art and design projects, the historical aspects of design and digital media, basic media theory, and universal principles of software and digital media. Projects include writing, creating visual media, and making presentations. Reading, research and critical thinking are integrated into assignments. Students will experience unfamiliar media firsthand through exhibitions, screenings, lectures, online exploration and consumer media devices. Course format: Lectures and discussions, student presentations and independent projects. This course is an approved elective for the Interactive Media Minor.

**Art 303**      **Graphic Design Studio** *(formerly “Graphic Design II”)*

An integrative course designed to bring together typographic and image-making skills in the context of graphic design projects: identifying individual strengths, team building, collaboration, development of personal creative practice and methods, introduction to clients (commercial and non-commercial). Prerequisites: Art 312 and Art 302

**Art 403**      **Visual Communications Practicum** *(formerly “Portfolio Preparation I”)*

This is a lecture course designed to introduce 3rd year students (seniors) to various aspects of a career in the applied arts. Various faculty, community members and visiting designers are invited to present topics to the class in an informal discussion format. Field trips to printing presses, artist/designer representatives and many other professional services are included. Prerequisite: Art 303

**Art 405**      **Portfolio Preparation** *(formerly “Portfolio Preparation II”)*

Directed toward production of body of work (portfolio), which accurately and effectively portrays the student’s proficiencies in media and ability to communicate ideas and point of view in their work. Prerequisite: Art 303

## **B. Elective Courses, minimum of 9 credits from this list for the Degree**

(see Program Requirements section for further details)

### **Art 304          Advertising Design Methods** *(formerly “Advertising Design I”)*

This course introduces basic tools and techniques of modern advertising along with an overview of industry history and practices. Students develop an ability to create advertising strategies and to use various media to communicate ideas effectively. Students strive for clarity of message, excellence of craft (execution) and a high level of design (visual interest and composition) in all their work. Assignments include a semester-long exploration of the poster as a tool for communication along with weekly assignments to build strategy, copywriting, and art direction skills. May be repeated up to six credit hours. Prerequisites: Art 312 or instructor approval

### **Art 406          Artist’s Machine** *(formerly “Television Commercials to MTV”)*

This course is intended as an exploration of artist-constructed machines (i.e. micro-electronics, robotics, kinetic sculpture and interactive installation) as media for artistic expression. The curriculum is a balance of theory and practice with specific emphasis on the making of electronic objects and positioning these in various contexts. No prior knowledge of electronics is required. Prerequisites: Senior-level academic standing or instructor approval

### **Art 307          New Media Design** *(formerly “Interactive Media Design”)*

The class focuses on effectively communicating content and ideas using multiple media through a digital media format. Media can include visual images, text, sound, animation, and video. Students research, plan and produce complete media projects, including web sites. Learning to use appropriate media for the project’s goals is always emphasized. All projects are designed with participants in mind, considering their culture and demographics. Students use contemporary content creation tools (including authoring technology, programs and languages) to think creatively about media and its possibilities. Looking critically at state of the art media projects is essential for understanding the current visual digital media landscape and is a major focus of the course. Course format includes short lectures and demonstrations, discussions, critiques and supervised work time in class. This course is required for the Interactive Media Minor. This course has no specific course pre-requisites, but facility with Adobe’s Creative Suite programs Photoshop and Illustrator is required and must be demonstrated through previous coursework or interview and submitted work samples.

### **Art 310          Photographic Design Methods** *(formerly “Applied Photography”)*

This course encourages students to use photographic imagery in a communication design context and to understand the creative relationship between image and text. Students develop conceptual and technical skills emphasizing both studio and location assignments for graphic and advertising design projects including editorial, print advertising, posters, collateral materials, books and packaging. May be repeated up to six credit hours. Prerequisites: Art 312 or instructor approval

### **Art 313          Illustration Methods** *(formerly “Illustration II”)*

This course introduces illustration methods through color mediums such as watercolor, gouache, acrylic, oils, and dry color media. Emphasis is on various approaches to illustrated visual imagery in editorial, book, institutional and advertising contexts. May be repeated up to six credit hours. Prerequisites: Art 312 or instructor approval

### **Art 346          Letterpress Printing**

This course explores the process and product of printing through various media, technology and conceptual approaches. We will focus on text and image relationships by integrating letterpress, woodcut, linoleum blocks, and digital systems. This course begins with an exploration of processes and results in the creation of an edition that is conceptually centered around individual interests. Printmaking and letterpress experience required. This course is designed for self-motivated upper-level students from all art and design disciplines. Prerequisites: Art 302 or Art 243 or instructor approval

### **Art 404          Advertising Design Topics** *(formerly “Advanced Applied Design II”)*

Through assignments and critiques students learn the broader application of advertising strategies to include new media, motion design, and integrated campaigns. Students continue to develop skills in oral, written and visual communication. An ongoing study of contemporary issues in the advertising industry including profiles of current

companies, individuals and competitions is required. May be repeated up to six credit hours. Prerequisites: Art 304 or instructor approval

#### Art 407      Advanced New Media Design

Continuing from New Media Design this course focuses on time-based or “dynamic” media, incorporating text, moving image, and sound. Non-motion based projects (such as web sites) may be produced but must use advanced scripting, databases, or other specialized applications. Aesthetics and innovation are emphasized in creating media projects. In addition to other assignments, students work in groups to complete one client-based project. Course format includes short lectures and demonstrations, discussions, critiques, independent research and supervised work time in class. This course is an approved elective for the Interactive Media Minor. Pre-requisite: ART 307 or instructor approval

#### Art 410      Photographic Design Topics

This course develops the student’s understanding of how images can be created using a variety of photographic processes related to the student’s interest in graphic and advertising design and fine art. This course encourages students to use photographic imagery at an advanced creative level for in a communication design context and to understand the creative relationship between image and text. Projects including editorial design, print advertising, posters, collateral materials, books, packaging and printmaking projects. May be repeated up to six credit hours. Prerequisites: Art 310 or instructor approval

#### Art 413      Illustration Topics *(formerly “Imagemaking Portfolio I”)*

Application of creative illustration concepts to more advanced editorial, book, institutional and advertising projects. Specific focus of course dependent on instructor’s topic of choice. May be repeated up to six credit hours. Prerequisites: Art 313 or instructor approval

## **C. Courses to REMOVE from Course Catalog**

(These courses and course numbers will no longer be offered)

Art 305	Advertising Design II
Art 311	Applied Photographic Illustration
Art 402	Advanced Applied Design I
Art 412	Advanced Imagemaking I
Art 414	Advanced Imagemaking II
Art 415	Imagemaking Portfolio II

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education:  
<http://www.ugs.udel.edu/gened/>

## **TEN GOALS OF UNDERGRADUATE EDUCATION**

### **1. Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology**

All courses required for the degree include a balance of critical dialog and skill development. The assignments across the curriculum are designed to transition from more skill-based problems (where students produce a large quantity of work in specific design-related contemporary and traditional media) through more concept-driven problems (where students develop their work in the context of culture and society) to more pragmatic applications of their skills and ideas representing the student's own interest and career development.

### **2. Learn to think critically to solve problems.**

“Thinking critically to solve problems” is the core of this curriculum. Students are faced with design problems where there is something that needs to be visually communicated. Students must become highly self-critical in order to achieve the most successful communication design strategy and physical product for the problem they face on each assignment.

### **3. Be able to work and learn both independently and collaboratively.**

This is the specific goal of the “Graphic Design Studio” (GDS) course, (however collaboration and group critique is integral to all courses across the curriculum). GDS is a spring-semester, junior-level course that enfolds the previous course curriculum in a context of larger design problems that take collaborative effort to solve rather than one individual's skills. Students are divided into groups based on their contributions to the group dynamic (this is based on a simplified personality assessment). GDS prepares them for their senior year in which they will undertake more self-defined design problems.

### **4. Engage questions of ethics and recognize responsibilities to self, community, and society at large.**

The Visual Communications faculty feels that this goal is specifically important and the design problems (assignments) that are presented across the curriculum address this in various ways. In the sophomore year, the communication challenges and seminar topics are based on expanding the student's awareness about the world we live in from an environmental, societal, and cultural perspective. Upper level courses ask the student to define their own relationship to the world and not only build a portfolio to get a job, but build a body of work that represents their perspective on solutions for challenges faced by the inhabitants of this planet.

### **5. Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.**

As stated above, the curriculum is designed to guide a student to a self-motivated career in the applied arts. This is manifested in initial courses in skill development in order to introduce all students to the methods and materials of an applied artist. Each student is challenged to solve the

design problem from their own perspective, drawing on their own unique life experiences. The upper level courses are designed to bridge a student's unique point of view into an individual way of working (something we call "method"). In this sense, students develop a working methodology that is rooted in their own creative process and diverse perspective.

**6. Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.**

Our goal for this new curriculum is to educate leaders in the applied art arenas. Throughout the progression of courses students are challenged to think independently and critically while being exposed to a wide array of opportunities available to applied artists. By establishing a specific set of courses for the first 2 years of the curriculum, we provide a solid foundation of skills that develop a student's confidence in their abilities and understood context of their work as they progress into the senior year and beyond.

**7. Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.**

A major portion of this new curriculum has evolved from past successes in the Visual Communications degree program: exposure to people, places, methods and ideas within the spectrum of the applied arts. This is done through numerous field trips, visiting designers, and quantity of examples presented in the classroom. As part of the curriculum, these experiences expose the students to the lifestyle of success and gamut of opportunities that are available to them.

**8. Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.**

This goal is inherent to the nature of our field and described above as part of the other goals.

**9. Understand the foundations of United States society including the significance of its cultural diversity.**

This country was founded by an eclectic group of visionaries and it will take the same type of people to solve the problems faced today and in the future. Cultural diversity brings unique points of view into the classroom and diversity is what is needed to approach problems from new and alternative perspectives. This is done across this new curriculum by opening up a wide array of elective courses and opening our elective courses to students across the department. By intermingling Visual Communications majors with other art and humanities students, we hope to bring a wider array of points of view into our program to broaden our student's understanding of their own abilities.

**10. Develop an international perspective in order to live and work effectively in an increasingly global society.**

In addition to introducing our students to artists and designers within the classroom, the Visual Communications faculty directs a study abroad program to London. This experience is designed to occur in the summer between the junior and senior year when students are being challenged to manifest their ideas and point of view in their work. Additionally, our curriculum takes full advantage of the internet as a global context for their work and ideas. Today's applied artist must be able to communicate effectively to the global society if they are going to be successful. This

understanding of audience is integral to all courses in the curriculum.

**Other units affected by the proposed changes:**

(Attach permission from the affected units. If no other unit is affected, enter “None”)

None

**Describe the rationale for the proposed program change(s):**

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The previous Visual Communications curriculum was designed to concentrate a student’s education in one discipline (Advertising, Illustration, Graphic Design, Applied Photography, or Interactive Media). This new curriculum has been developed to provide students with a solid foundation in **Typography** (knowledge and skills in using letterforms), **Form** (understanding image-based materials and media of the designer), **Communication** (how Form and Type are used to communicate in the context of the world we live in), and an understanding of the cultural landscape of media technology (**Media/Design/Culture** seminar). This foundational education culminates in the Spring semester of the 2nd year (typically their Junior year) as the integrative “Graphic Design Studio” course. This course is the capstone for the foundational courses of the curriculum and creates a bridge for the students to enter their senior year as self-motivated students that are equipped with the skills to execute their ideas in a variety of contemporary media.

Following the 3 semesters of a structured and sequential core curriculum, students must initiate elective courses in various areas of the applied arts to coincide with the integrative “Graphic Design Studio” course. At this point in their education, students are challenged to sample a variety of design-related disciplines and choose to either focus on one specific area (i.e. Illustration) or to engage in a truly cross-disciplinary educational experience. Students must elect an advisor from the Visual Communications faculty to help guide them through the elective options and select courses that are appropriate for their individual interests and skills.

The senior year of the VC program is intended to introduce students to various pragmatic aspects of the applied arts, (i.e. visits to printing presses, guest lecturers, visiting designers, and faculty-specific interests), as well as guide them to develop a portfolio of work that represents their own unique point of view and applicable skills. A student’s portfolio has no standard definition, rather the curriculum is designed to build self-motivated applied artists with a body of work that is appropriate for their interests and career path.

Integral to this revised Visual Communication curriculum is the opening of VC Studio Elective courses to students from the fine arts to expose VC students to alternative points of view, and offer the knowledge of Visual Communications faculty to the entire UD/Art department. We intend for the upper level VC Studio Elective courses to be intense study in specific areas, representing VC faculty teaching to their individual strengths and interests.

**Program Requirements:**

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

**Please see attached document that includes this information and additional information to aid in explaining this new curriculum.**

**ROUTING AND AUTHORIZATION:** (Please do not remove supporting documentation.)

Department Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Dean of College \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Senate Com. on UG or GR Studies \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Senate Coordinating Com. \_\_\_\_\_ Date \_\_\_\_\_

Secretary, Faculty Senate \_\_\_\_\_ Date \_\_\_\_\_

Date of Senate Resolution \_\_\_\_\_ Date to be Effective \_\_\_\_\_

Registrar \_\_\_\_\_ Program Code \_\_\_\_\_ Date \_\_\_\_\_

Vice Provost for Academic Programs & Planning \_\_\_\_\_ Date \_\_\_\_\_

Provost \_\_\_\_\_ Date \_\_\_\_\_

Board of Trustee Notification \_\_\_\_\_ Date \_\_\_\_\_

Revised 5/02/06 /khs