

UNH Curriculum Change Form

APPROVAL FOR:	Course <u>or</u> Program TitleHistory of Graphic Design.....	Page 1
	Course <u>or</u> Worksheet Number ...GRDE 22xx.....	
	For program, state whether PhD, MS, MA, Grad Certificate, BS, BA, AS, Minor, Concentration, or UG Certificate.....	
	Administrative Unit Department of Art and Design.....	
	Proposing Faculty Member, Name Matthew Solomon.....	Tel 203.479.4270..... Email msolomon@newhaven.edu...
	Administrative Unit Vote For	Against Other Date November 2013

<u>Approved by</u>	<u>Signature</u>	<u>Date</u>
Administrative Unit ¹
College-Level Curriculum Committee
Dean
University UG, or G Curriculum Committee ²
Faculty Senate ³
Provost

1 Prior to submitting this form the proposing unit should discuss these changes with all other units that may be affected by the changes. The earlier this is done in the process the better. However, all members of the faculty will be advised by email of these proposed changes when they are put on the University UG or G Curriculum Committee agenda. The proposing faculty member shall keep a list of departments/units likely to be affected and the date of contact and the response of each, which response must be submitted within two weeks. All negatively affected units can bring their concerns to the attention of the proposing unit and/or any of the approving bodies.

2 The UUCC/UGCC and Senate may request B&F review for changes above about \$5k.

3 In the case that the senate determines that changes need to be made to the proposal, the proposal will be referred back to the appropriate University Curriculum Committee for consideration of the suggested changes.

This form is for UNH approval only. For other approvals, such as professional accreditation, applications to CT DHE, or approvals for out of state delivery, seek guidance from the University Accreditation Officer.

An administrative unit does not need to obtain formal approval for those changes to catalog copy that are consistent with an already approved course or program description and that leave the original name and number unchanged.

Suggested use of this form:

- Make an electronic copy of this document.
- Identify one section, A, B, C, D, or E from page 2, that you will use.
- Insert requested information into that one section.
- Complete the heading boxes.
- Email this application to the reviewing bodies in the above sequence.
- Print out one copy of page 1 for signatures.

If needed, complete separate two page applications for other actions.

Complete only one of the sections A, B, C, D, or E

A) For CHANGES to an EXISTING COURSE, provide:

1. Proposed changes, and reasons for the changes. This will be emailed to the faculty by UUCC/UGC

B) For a NEW COURSE, provide:

1. Proposed Catalog Copy (Title, prerequisites and co-requisites, course description, supplementary fees, and the number of Semester or Trimester Credit Hours), and an explanation of the need for the course.
This will be emailed to the faculty by UUCC/UGC
2. Syllabus (Course Learning Objectives and Outcomes, Gen. Ed. competencies satisfied by this course for which approval is sought, Content Outline, Recommended evaluation procedure, Grading System (A-F or Satisfactory/Unsatisfactory), Suggested Textbooks)
3. List of faculty members prepared to teach this course; identify full time and part time
4. Budget Impact Statement with descriptions of all new facilities, resources, and/or faculty needed
5. List of programs in which this course will be required
6. List of programs in which this course will be a restricted elective
If the only change proposed for any of the above programs is the direct substitution of this new course for a previously listed course, or the simple addition of this one new course, then attach the old and new worksheets to this application, highlight the change on the new worksheet and show the new credit totals. The UUCC/UGC will consider those changes as part of this one application. For larger changes to programs follow C or D.

C) For PROGRAM PROPOSALS THAT REQUIRE SUBSEQUENT DHE APPROVAL, provide:

1. Proposed catalog description of the new or changed program, a description of any proposed changes, and an explanation of the need for the program or changes. This will be emailed to the faculty by UUCC/UGC
2. The appropriate DHE Application, (check with the University Accreditation Officer for current DHE requirements). The following is a 2007 list of changes and appropriate DHE Tabs.

o NEW PROGRAM (including a degree or certificate);	DHE Tab 1
o EXISTING PROGRAM offered at a NEW LOCATION not on main campus;	DHE Tab 3
o NEW UG MINOR of more than 18 credit hours;	DHE Tab 4
o NEW UG OPTION OR CERTIFICATE of more than 15 credit hours;	DHE Tab 4
o NEW GRAD OPTION OR CERTIFICATE of more than 12 credit hours;	DHE Tab 4
o NEW UG CERTIFICATE of more than 29 credit hours within an existing program;	DHE Tab 4
o CHANGE IN THE TITLE of the program;	DHE Tab 4
o CHANGE AMOUNTING TO MORE THAN ONE THIRD OF THE MAJOR AND COLLEGE REQUIREMENTS as already approved by DHE;	DHE Tab 4
o CHANGE TO "AT LEAST HALF THE DEGREE AVAILABLE ONLINE";	DHE Tab 4
3. Old program worksheet (if one exists)
4. Budget Impact Statement with descriptions of all new facilities, resources, and/or faculty needed (if not provided as part of DHE Application)

D) For CHANGES to an EXISTING PROGRAM, which DO NOT NEED DHE APPROVAL, provide:

1. Proposed changes, reasons for the changes, and the proposed new catalog description of the program.
This will be emailed to the faculty by UUCC/UGC
2. New and Old program worksheets
3. Credit Totals for Gen. Ed., Required Program Core (MR designation), Program Concentration Requirements
4. Budget Impact Statement with descriptions of all new facilities, resources, and/or faculty needed

E) For CHANGES affecting MULTIPLE COURSES or PROGRAMS, provide:

1. The proposed changes, listing all the courses or programs subject to the changes, and the reasons for the changes.
This will be emailed to the faculty by UUCC/UGC
2. All new and old worksheets (for program changes)
3. Budget Impact Statement with descriptions of all new facilities, resources, and/or faculty needed
4. The appropriate DHE applications as listed in section C (if needed)

GD 1xx History of Graphic Design

B) New Course

1. Proposed catalog copy and explanation of the need for the course.

Graphic Design history is an introductory course where students will be introduced to the major historical moments in history that have impacted the field of Graphic Design. The course will combine research, papers, examinations and project-based assignments.

Laboratory fee; 3 credit hours

Prerequisites

None

Need for the course

Graphic Design History will provide students a better understanding of Graphic Designers and their impact on the world around them. Graphic designers must understand current technology and aesthetic trends, as well as successful processes and approaches to visual thinking of the past.

2) Syllabus

Course Learning Objectives:

Upon successful completion of the course, students will have demonstrated the following:

- a.) Have completed research assignments and turned in all assignments
- b.) Students have demonstrated active class participation by contributing to collaborative assignments
- c.) Students are aware of and can speak of the major movements in GD History

Student Outcomes:

* The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

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Students must pass a final written examination of content covered in the course. Students will submit a portfolio of completed projects.

Content Outline:

Weeks 1-2

Section 1: Ancient Texts, Scribes and Early forms of Visual Communication

Topics include introduction to Cuneiform writing, Hieroglyphics and the roles of scribes (ie Dead Sea Scrolls), and Stained Glass Narratives

Lecture, Discussion, Tutorials & Demonstration

Students will complete required readings from provided texts (course textbook along with provided online readings)

Studio Projects

Students will be given content for design and layout. Projects will consist of books, posters and/or screen based mediums.

Weeks 3-5

Section 2: Introduction to Printing Press and Early Printing Process

Guttenburg Bible, Early Book Production and Letterpress Methods

Lecture, Discussion, Tutorials & Demonstrations

Students will visit Yale Special Collections, view and discuss the Guttenburg bible and its influence on the world of printed text, the circulation of information and accessibility of knowledge.

Written + Studio Projects

Combining group projects and individually written papers, students will participate in dialogue and discussion and show that they have an understanding of the history of the letterpress and its impact on the world.

Weeks 6-9

Section 3: Graphic Design in the Modern Age

Dadaism, Constructivism, Futurism

Lecture, Discussion, Tutorials & Demonstration

Participating in performance-based, choreographed presentations, students will create projects that revisit and highlight the movements of Dadaism, Constructivism and Futurism—three areas of influence on Art & Design in the modern age.

Studio Projects

Students will create installations, multimedia presentations, posters and materials that demonstrate historical models of Graphic Design thought and process in regards to visual communication.

Weeks 9-12

Section 4: Modernism & Postmodernism

Students will explore the surface of modern and postmodern discussion—happenings in the world of Art & Design, and how society was affected by and responded to advancing technology.

Lecture, Discussion, Tutorials & Demonstration

Students will create projects with the look and feel of specific decades of the 1940s through the 1990's, and will submit short writings on individual designers and projects from those decades.

Studio Projects

Students will create small posters highlighting aesthetic and typographic qualities of the decade which is assigned to them.

Weeks 12-15

Section 5: Design in the Digital / Information Age

Students will become familiar with and discuss the past 20 years of design and technology.

Lecture, Discussion, Tutorials & Demonstration

Pagers to Cell Phones, Floppies to DVDs, Typewriters to Personal Computers, Laptops to Mobile devices and applications ... students will demonstrate that they have an understanding of the most critical and impactful developments from 1990 through today.

Studio Projects

Utilizing a combination of media (cell phones, digital cameras, black and white photo copiers and typewriters), students must create either booklet, film or digital presentations documenting the change in technology since 1990.

Recommended Evaluation Procedure

50% Assignments (projects)

20% Demonstrated Design Process, Experimentation and Revision

20% Readings & Research

10% Class participation & collaboration efforts

Grading System

A-F

Suggested Textbook

History of Graphic Design, Philip Meggs

3. Faculty Prepared to Teach this Course

Matt Solomon, Assistant Professor

4. Budget Impact Statement

N/A

5. List of Programs in which this course will be required

Graphic Design (105, 118)

6. List of Programs in which this course will be a restricted elective

N/A