



- PUBLIC
- INDEPENDENT

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

When finished, please save and email to: he.academicprogramactions@dhe.mo.gov

Sponsoring Institution:

Program Title: Digital Media

Degree/Certificate:

If other, please list:

Options:

Delivery Site: Online

CIP Classification: 50.0102

Implementation Date: 8/1/2019

Is this a new off-site location? Yes No

If yes, is the new location within your institution's current CBHE-approved service region?

**If no, public institutions should consult the comprehensive review process*

Is this a collaborative program? Yes No

**If yes, please complete the collaborative programs form on last page.*

CERTIFICATIONS

- The program is within the institution's CBHE approved mission. *(public only)*
- The program will be offered within the institution's CBHE approved service region. *(public only)*
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

AUTHORIZATION

<i>CHERIE FISTER</i> <i>V.P. Academic Affairs</i>	<i>Cherie Fister</i>	<i>11.28.18</i>
Name/Title of Institutional Officer	Signature	Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

There will be no program-specific admissions requirements for this program.

- Characteristics of a specific population to be served, if applicable.
Returning students wishing to complete a NASAD accredited professional degree that is focused on design and the technology that drives it; Career designers wishing to update their technical skills and understanding of emerging media.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

MA, MFA, and/or PhD in area related to courses being taught. Candidates with Bachelor Degrees, with extensive professional and/or teaching experience will be considered.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

At least 30% of major credit hours will be taught by full time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Faculty will participate in local and national professional organizations, capstone supervision, and portfolio review. Faculty will promote innovative teaching practices as aligned with Maryville's strategic plan and be highly engaged with students throughout the learning process.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.

Year 5 FTE is expected to be 176.

- Percent of full time and part time enrollment by the end of five years.

Online program targeted for adult undergraduate degree completion - 100% expected to be part-time.

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time					
Part Time	12	88	192	283	352
Total	12	88	192	283	352

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

Depending on transferability of completed courses, we expect 6 graduates at 3 years and 25 at the end of 5 years.

- Special skills specific to the program.

Skills and competencies as defined by NASAD and required for program accreditation.

- Proportion of students who will achieve licensing, certification, or registration.

N/A

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

N/A

- Placement rates in related fields, in other fields, unemployed.

85% in related fields, 10% other fields, 5% unemployed.

- Transfer rates, continuous study.

75% will remain in continuous study, 25% will transfer from or leave the program.

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.

Maryville University's BFA programs are accredited through NASAD. The NASAD commission has voted to accept renewal of membership. NASAD voted to approve the inclusion of the BFA in Digital Media within Maryville University's NASAD accredited programs.

6. Program Structure

A. Total credits required for graduation: 128

B. Residency requirements, if any:

None required

C. General education: Total credits:
42

Courses (specific courses OR distribution area and credits)

Course Number	Credits	Course Title
		Please see attached documentation.

D. Major requirements: Total credits: 78

Course Number	Credits	Course Title
		Please see attached documentation.

E. Free elective credits: 8
(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience:
Students will complete 6-credit hours of capstone course work, plus participate in a 3-credit hour portfolio development course.

G. Any unique features such as interdepartmental cooperation:
NASAD accreditation - Currently only 22 of the over 300 NASAD accredited schools have distance learning programs. The program is built upon Maryville's long-standing and existing successful BFA programming and current accreditation.

7. Need/Demand

Student demand

Market demand

Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

COLLABORATIVE PROGRAMS

- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

Please save and email this form to: he.academicprogramactions@dhe.mo.gov



MARYVILLE UNIVERSITY
 650 Maryville University Drive
 St. Louis, Missouri 63141
 o 314.529.9300
 maryville.edu

BFA in Digital Media

Prepared for MDHE

10/26/2018

PROGRAM DESCRIPTION

This program will prepare students for the dynamic fields of design and digital media and is well fitted to those interested in a creative career that incorporates passions in art, design, technology, animation, and more. The exciting discipline of digital media casts a wide shadow that includes illustration, motion graphics, animation, game media, traditional media, app prototypes, websites, and more. The curriculum focuses on developing mastery of the fundamental elements and principles of graphic design and their application in the production of digital media using cutting edge technology. This advanced and highly demanded technical skillset fostered within this program paired with advanced exposure to graphic design / visual communication curriculum targets a diverse set of creative career opportunities within an economy deeply dependent on creativity, design, and digital media.

A. CURRICULAR TABLE

Degree Title	Bachelor of Fine Arts in Digital Media
Number of Years to Complete Degree	4
Request	Plan Approval
Students in Program	0
Program Supervisor	Jonathan Fahnestock, Program Director of Graphic & Interactive Design
Program Launch	Fall 2019

Studio or Related Areas	Relevant Interdisciplinary	Art / Design History	General Studies	General Studies Electives	Total Number of Credits
54	12	12	42	8	128
45%	10%	10%	35%	7%	107%

Per NASAD instruction, 120 is used as the denominator to calculate percentages.

Studio or Related Areas:

ADGD 100 Level	FOUNDATION DESIGN	3 credits
ADGD 101	DESIGN DRAWING	3 credits
ADGD 265	INTRO TO DIGITAL MEDIA	3 credits
ADGD 230	DESIGN THEORY, RESEARCH, AND PROCESS	3 credits
ADGD 260	INTRO TO VISUAL THINKING	3 credits

ADGD 290	IMAGE AND SYMBOL	3 credits
ADGD 300 Level	TYPOGRAPHY, GRID, AND HIERARCHY	3 credits
ADIN 380	INTRO TO MOTION	3 credits
ADSA 300 Level	DIGITAL PHOTOGRAPHY	3 credits
ADGD 275	DIGITAL ILLUSTRATION	3 credits
ADGD 310	WEB DESIGN I	3 credits
ADIN 440	MOTION GRAPHICS	3 credits
ADIN 300	PRINCIPLES OF GAME DESIGN	3 credits
ADIN 450	UX/UI DESIGN	3 credits
ADGD 400 Level	ADVANCED DIGITAL ILLUSTRATION	3 credits
ADDM 400 Level	DIGITAL MEDIA CAPSTONE I: IDEATE, RESEARCH, AND PROTOTYPE	3 credits
ADDM 400 Level	DIGITAL MEDIA CAPSTONE II: PRODUCE, REFINE, REFLECT, AND REVIEW.	3 credits
ADDM 400 Level	PROFESSIONAL PRACTICES: PORTFOLIO DEVELOPMENT	3 credits
Total Studio or Related Areas		54 credits

Relevant Interdisciplinary

COMM 121	INTRODUCTION TO CONTEMPORARY COMMUNICATION	3 credits
COMM 232	INTRODUCTION TO NEW AND SOCIAL MEDIA	3 credits
MKT 365	MARKETING AND DIGITAL MEDIA	3 credits
PSYC 200 Level	PSYCHOLOGY OF DESIGN: WHY PEOPLE TWEET, PLAY GAMES, AND HAVE FAVORITE COLORS.	3 credits
Total Interdisciplinary		12 credits

Art / Design History

ADAH 100	WORLD ARTS AND IDEAS I	3 credits
ADAH 225	MYTH, MEANING AND SYMBOL IN ART	3 credits
ADAH 330	GRAPHIC DESIGN HISTORY I	3 credits
ADAH 335	GRAPHIC DESIGN HISTORY II	3 credits
Total Art / Design History		12 credits

General Studies

Note: All Maryville Design & Visual Art Programs share the same general studies curriculum

INTD 101	Freshman Seminar	3 credits
ENGL 101	COMPOSITION: THEME WRITING	3 credits
ENGL 104	COMPOSITION: THE ESSAY	3 credits
MATH 115 or higher	CONTEMPORARY MATHEMATICS OR HIGHER	3 credits
Humanities Elective	HUMANITIES ELECTIVE: ENGL, FOREIGN LANGUAGE, FPAR, HUM, PHIL, REL	3 credits
English or Foreign Language	One additional literature, English, or foreign language.	3 credits
Philosophy	One course in philosophy	3 credits
History / Political	One course in history or government	3 credits
Psychology	One course in psychology	3 credits
Social Science	One other course in economics, geography, history, political science, or sociology	3 credits
Science	One course in science. (Recommended Courses: PHYS120 Physics of Light and Color OR BIOL. 297 Anatomy and Phys for Artists)	3 credits
Science or Math Elective	One additional course in science or mathematics	3 credits
General Liberal Arts Electives	General Education Electives from College of Arts and Sciences (except courses within your concentration) (2 courses total)	6 credits
Total General Studies		42 credits

Electives: General Studies / Studio or Related Areas

General Electives	Open electives	8 credits
Total General Studies or Studio Electives		8 credits

B. MAJOR COURSES WITH DESCRIPTIONS AND ARTICULATED OUTCOMES.

Prefix	Title	Description	Outcomes	Credits
ADAH 100	WORLD ARTS AND IDEAS I	This course is a historical survey which presents a global view of art from prehistoric art in Europe through the 14th century. Content introduces beginning students to the works of all artists, including women and artists of color.	<p>Identify significant historical developments in world art from the Paleolithic through the late Gothic period.</p> <p>Identify important works of art by artist, culture and historical period.</p> <p>Identify artistic media, techniques and styles.</p> <p>Use vocabulary appropriate to the discussion of works of art.</p> <p>Critique and discuss important works from the history of art.</p> <p>Identify economic, political and religious influences on styles of art.</p> <p>Interpret the creation and consumption of art within its political, social and historical context.</p> <p>Interpret the various functions and roles that art plays.</p>	3
ADAH 225	MYTH, MEANING AND SYMBOL IN ART	From the beginning, humans have used myths and symbols to structure and understand the visible and unseen forces that shape the physical world. This course surveys the visual representations of these myths and the use of symbols in art from the Paleolithic period to the present. Students will gain an understanding of how images manipulate and define or redefine mythologies and how meanings are embedded within visual culture. This course is designed to provide students with no previous background in art or art history with the knowledge and ability to read and comprehend meaning within works of art from western and non-western cultures. See ADAH 225.	<p>Identify the relationship between politics, religion, mythology and art</p> <p>Interpret how meaning is embedded in works of art by examining a subset of myths covered in this class.</p> <p>Interpret the evolution of the representation of mythological and religious ideas over time</p> <p>Identify important artists and the works of art that they produced</p> <p>Compare the various roles that mythology and art have had in various cultures through time</p> <p>Identify how art has been appropriated and reinterpreted by cultures during the periods under examination</p> <p>Identify the geographic regions and political entities that are associated with specific styles and forms of art production.</p> <p>Use Art Historical vocabulary and concepts correctly</p> <p>Interpret the relationship between artist, patron and audience in the art produced by the cultures under examination</p>	3

ADAH 330	GRAPHIC DESIGN HISTORY I	<p>This course surveys the history of graphic design from the origins of ancient writing systems through the development of modernism in Europe and the States. The work and philosophies of historically significant design movements, designers, and design firms will be studied in-depth. The influence of technology, culture, and socio-political factors on the evolution of graphic design will also be explored.</p>	<p>Students will identify the fundamentals of visual communications and characteristics of significant periods in graphic design history. Students will recognize historical events that influenced and were influenced by design theory and practice (i.e. culture, politics, technology, philosophy, religion, pop, music, etc.)</p> <p>Students will demonstrate an understanding of this historical information, which will serve as a resource for developing their own work and understanding contemporary design.</p> <p>Students will develop critical thinking skills and apply these skills to interpret examples of graphic design across time. Students will engage in both written and verbal forms of constructive dialogue.</p>	3
ADAH 335	GRAPHIC DESIGN HISTORY II	<p>This course, a continuation of ADAH 330 Graphic Design History I, focuses on specific topics with an emphasis on late 20th century to contemporary issues. Topics include: Beyond Modernism, the Shift to America, Pluralism and Postmodernism, Digital and Typographic Revolution, the Social Role of the Designer: A Global View, and Multimedia Today.</p>	<p>Students will identify the fundamentals of visual communications and characteristics of significant periods in graphic design history.</p> <p>Students will identify historical events that influenced and were influenced by design theory and practice (i.e. culture, politics, technology, philosophy, religion, pop, music, etc.)</p> <p>Students will interpret historical styles and apply their understanding of graphic design history.</p> <p>Students will engage in constructive dialogue and demonstrate their understanding of the development of graphic design styles and the historical context and specific artists associated with this development.</p>	3

ADGD 100 Level	FOUNDATION DESIGN	This course is an exploration of the foundational elements and principles of design through application and iteration. The application of color theory and elements of composition in the production of 2-dimensional and 3-dimensional works will be a primary focus.	Produce 2D and 3D introductory works which demonstrate understanding of course content Identify and apply primary elements and principles design Identify and apply foundational color theory Utilize appropriate design vocabulary through critique and reflective writing Apply the design process to solve a variety of visual problems Demonstrate adequate craftsmanship and ability to successfully utilize a variety of materials	3
ADGD 101	DESIGN DRAWING	Drawing is an essential skill for visual communication. The primary goal of this course is to encourage the development of skill, confidence, dexterity, and speed through practice and exploration of drawing. Content includes contemporary drawing methods, composition, and observation.	Display competent drawing skill, confidence, dexterity, and speed through practice and exploration. Identify and apply dominant methods of drawing focusing on the development and communication of ideas and telling stories. Demonstrate the ability to translate observation and concept into drawn examples. Identify elements of effective drawing using relevant vocabulary.	3

ADGD 265	INTRO TO DIGITAL MEDIA	<p>An introduction to vector and raster graphics, page layout software, and the general tools and technologies of graphic design. Students will explore and apply fundamental principles of art and design utilizing industry standard software (Adobe Suite) and hardware (Macintosh, scanners, printers). This course requires no previous computer experience.</p>	<p>Navigate in a Macintosh environment. Utilize Adobe Photoshop's layers, adjustment layers, selection tools, blending modes and masking techniques to construct a composite image. Demonstrate the ability to nondestructively improve the image quality of a photo by removing defects from a photograph and adjusting color and tonal values using Adobe Photoshop. Create geometric and organic vector graphics utilizing Adobe Illustrator. Demonstrate the ability create precise vector illustrations using anchor points and handles Devise an organizational system for storing and retrieving files. Identify, define and apply beginning level design principles. Use Adobe InDesign to combine image and text in a multipage document. Participate in critiques using professional design vocabulary. Define vector and raster graphics citing differences, characteristic, and general uses of the formats.</p>	3
ADGD 230	DESIGN THEORY, RESEARCH, AND PROCESS	<p>Design at its most effective solves problems and is created through a creative process based in thoughtful exploration, research, theory, and iteration. This course encourages students to refine creative problem-solving skills through the practice and application of design thinking processes, research methods, contemporary issues, and prevalent theories of art and design.</p>	<p>Identify scholarly areas of design including gestalt principles and semiotics and describe their primary attributes. Identify and apply methods of research to develop and evaluate solutions to creative and visual problems. Identify and apply common creative process methods to collaborate, generate ideas, evaluate solutions, and iterate. Analyze and articulate informed opinions concerning contemporary issues of design and media.</p>	3

ADGD 260	INTRO TO VISUAL THINKING	<p>An introduction to the practice, language, and purpose of graphic design. Through completing a variety of projects, students explore and apply the elements and principles of visual communication in pursuit of crafting their creative process, understanding theory and practice, and refining visual and technical skills.</p>	<p>Through this process of investigation, discussion, design, critique, and analysis, your success will be demonstrated by your ability to:</p> <ul style="list-style-type: none"> demonstrate an understanding of the design process, including the ability to define the problem, do research and generate multiple solutions to a design problem demonstrate a novice ability to combine strong concept and formal design skills to create meaningful visual communication demonstrate a working understanding of the formal elements and principles of visual communication through the creation of an individual library of design elements and principles identify design elements and principles in use in the practice of design increase organizational skills in composition and throughout the design process begin to develop a personal and effective work method refine language skills in order to better articulate ideas, both visually and verbally, using an appropriate design vocabulary demonstrate competent 2D & 3D craftsmanship (in materials and technology) 	3
ADGD 290	IMAGE AND SYMBOL	<p>Students further pursue understanding of visual communication and its power to convey meaning. Coursework includes investigation and creation of compelling imagery, icon systems, and conceptual communication through abstraction. The creative process, ideation, research of iconic graphic designers, and information-based design are also emphasized.</p>	<p>describe the relationship between formal design elements and meaningful visual communication</p> <ul style="list-style-type: none"> demonstrate an advanced-beginner ability to apply color in theory articulate the concept of symbolism and create simple symbols and icons to communicate meaning, thought, and emotion demonstrate a novice ability to create information graphics & creative mapping demonstrate a novice ability to think and design abstractly avoiding literal or generic solutions demonstrate the ability to communicate visually and verbally throughout the conceptual process practice effective time 	3

			management demonstrate competent craftsmanship, and increased fluency of the computer as a design tool	
ADGD 300 Level	TYPOGRAPHY, GRID, AND HIERARCHY	This course introduces students to typography (history, anatomy, function, and contemporary rules) and grid systems (hierarchy and organization). Students will pursue understanding of type and grid through the production of a variety of visual communication exercises and projects.	Identify type anatomy, structural attributes & classifications of type Demonstrate knowledge and application of typographic terminology, Demonstrate knowledge and application of foundational elements of type including: kerning, leading, tracking, and alignment Apply mechanics of typographic manipulation: ragging, size, spacing, placement and alignment Identify and apply common grid systems Organize information into logical visual hierarchies	3

ADGD 400 Level	ADVANCED DIGITAL ILLUSTRATION	Building upon prior digital media courses, students will pursue advancing skill and understanding of visual communication in the context of digital illustration. Emphasis is placed on the further development of a refined conceptual process, technical skillset, and the production of more complex high caliber solutions.	<p>Articulate and display a refined conceptual process, technical skillset, and ability to produce high caliber solutions.</p> <p>Create compelling visual imagery using industry standard computer graphics software and hardware</p> <p>Continue to identify and apply the elements and principles of effective illustration</p> <p>Demonstrate an advancing technical skill-set in computer graphics production and an ability to independently learn new techniques and technologies</p> <p>Demonstrate the ability to communicate ideas verbally and visually</p> <p>Refine an organizational system to facilitate efficient work flow</p> <p>Give and receive constructive criticism</p> <p>Identify the work of influential designers, artist, and illustrators</p>	3
ADIN 380	INTRO TO MOTION	An introductory exploration of motion as an element of visual communication. Students will pursue understanding of the fundamental principles and techniques supporting animation and motion graphics as well as develop the technical skills to apply them using industry standard software.	<p>Complete preliminary work (sketches, outlines, creative ideation exercises) in preparation for projects and assignments</p> <p>Translate concepts into complete and well organized storyboards</p> <p>Identify and creatively apply core design principles in the context of motion based media</p> <p>Identify and creatively apply core principles of animation (timing, anticipation, follow through, holds)</p> <p>Create engaging illustrations and graphics with appropriate software formatted for motion based media productions</p> <p>Work with sound and music (basic editing, utilizing appropriate formats, compression)</p> <p>Display an advanced beginner ability to effectively utilize After Effects animation tools</p> <p>Create original, targeted and engaging pieces of motion based media</p>	3

ADSA 300 Level	DIGITAL PHOTOGRAPHY	The course will focus on the art and science of visual intelligence through the mastery of the photographic image and advanced color management in Adobe Photoshop. Assignments will be both based in technical and theoretical skill sets.	<p>Demonstrate advanced to beginner mastery of technical skills as it relates to capturing photographic images and digital photo editing</p> <p>Identify and apply principles of composition and lighting</p> <p>Describe and successfully apply the individual and relational attributes of the three primary elements (shutter speed, ISO, and aperture) of the image capture process.</p> <p>Articulate the relationship between photography and your discipline</p> <p>Convey meaning, subject, and/or story through photographic imagery.</p>	3
ADGD 275	DIGITAL ILLUSTRATION	This course concentrates on the creation of meaningful and engaging visual communication through digital illustration. Students pursue advanced ability to create computer graphics as they continue to build their technical, creative, and visual communication skill sets. This course primarily focuses on 2D vector and raster graphics.	<p>Create compelling visual imagery using industry standard computer graphics software and hardware</p> <p>Identify and apply the elements and principles of effective illustration</p> <p>Demonstrate an advancing technical skill-set in computer graphics production and an ability to independently learn new techniques and technologies</p> <p>Demonstrate the ability to communicate ideas verbally and visually</p> <p>Develop an organizational system to facilitate efficient work flow</p> <p>Give and receive constructive criticism</p> <p>Identify the work of professional illustrators</p> <p>Research and apply pertinent techniques and tutorials</p> <p>Utilize elements of design (such as texture, value, and shape) in the context of digital illustration</p> <p>List the primary differences between and appropriate uses of vector and raster graphics</p>	3

ADGD 310	WEB DESIGN I	<p>This course provides an introduction to the visual, theoretical, and technical considerations of front-end web development. Students pursue introductory ability to utilize HTML and CSS, apply fundamental development concepts, create graphics for interactive media, and apply elements and principles of design and usability in context of interactive media.</p>	<p>Produce web-based media with HTML, CSS, text and graphics. Produce and compress graphics for online media using appropriate software. Upload and download files from a server.</p> <p>Organize information into an appropriate and clear hierarchy. Create flexible design comps that can be efficiently translated into HTML using appropriate graphics software.</p> <p>Complete well executed preliminary work (design briefs, outline, content gathering, site maps, sketches, research). Employ introductory level interactive elements utilizing jQuery plugins.</p> <p>Demonstrate knowledge and fluency of terminology.</p> <p>By the completion of this course a student should be able to identify and/or apply:</p> <p>Core elements such as HTML tags and CSS selector types.</p> <p>Web design and usability principles.</p> <p>Design principles emphasizing hierarchy, typography, and use of grid in the context of web design.</p> <p>Emerging trends and styles of contemporary web based media.</p>	3
----------	--------------	--	---	---

ADIN 440	MOTION GRAPHICS	Building upon Introduction to Motion Graphics, students will continue to pursue understanding of motion as an element of visual communication. Students will seek advancement of skills and knowledge through the creation of refined examples of motion graphics that engage, persuade, inform, and inspire.	Upon course completion, students will be able to: Complete preliminary work (sketches, outlines, creative ideation exercises) in preparation for projects and assignments Implement effective project planning including time management, asset listing, and editing Translate concepts into complete and well organized storyboards and animatics where applicable Identify and display an advancing ability to apply core design principles in the context of motion based media Identify and display an advancing ability to apply core principles of animation (timing, anticipation, follow through, holds) Display an intermediate to advanced ability to effectively utilize After Effects Evaluate and apply feedback from group critique to improve a body of creative work Create targeted and actively engaging motion based media that communicate an idea or tell a story	3
ADDM 400 Level	DIGITAL MEDIA CAPSTONE I: IDEATE, RESEARCH, AND PROTOTYPE	Capstone challenges senior students to develop and produce a significant visual communication design project that culminates the skills, knowledge, and understanding acquired throughout the program. Part one of a two-part course – this phase includes concept development, research, preliminary design work, design brief, and proto-typing. As the culminating project of the major, it should seek to meet the highest standards of the program.	Identify and employ the various methods of research that can be conducted to formulate informed design decisions Apply methods of creative ideation and creative problem solving Collaboratively contribute through critique, evaluation, and brainstorming Complete well executed preliminary work (design briefs, outlines, content gathering, site maps, sketches, research data). Create prototypes and conduct user testing as appropriate	3

<p>ADDM 400 Level</p>	<p>DIGITAL MEDIA CAPSTONE II: PRODUCE, REFINE, REFLECT, AND REVIEW.</p>	<p>Capstone challenges senior students to develop and produce a significant visual communication design project that culminates the skills, knowledge, and understanding acquired throughout the program. Part two of a two-part course – this phase includes the design development, testing, refining, final production and process reflection of a student’s capstone experience. This experience also includes a formal review of each student’s project by design professionals and a public show. As the culminating project of the major, it should seek to meet the highest standards of the program.</p>	<p>Collaboratively contribute through critique, evaluation, and brainstorming</p> <p>Formulate and execute a plan for project completion, and through reflection assess, and adjust continually throughout the course.</p> <p>Synthesize research collected into multiple design solutions, critically analyze them through self and peer evaluation, and pursue the most effective solution utilizing feedback gathered.</p> <p>Write, produce, and present design concepts, processes, and outcomes to peers and a panel of design professionals.</p> <p>Utilize the elements and principles of graphic and interactive design to develop, design, and produce a multifaceted and refined visual communication project based on personal goals, strengths, and areas of interest.</p> <p>Display an appropriate mastery of the elements, principles, techniques, technologies, and tools used to produce graphic and interactive media.</p>	<p>3</p>
---------------------------	---	---	---	----------

<p>ADDM 400 Level</p>	<p>PROFESSIONAL PRACTICES: PORTFOLIO DEVELOPMENT</p>	<p>During this culminating experience, students will begin transitioning focus from student to professional designer. The primary targeted outcomes are assessment and preparation of a high-quality portfolio presentation, and evaluation of interests and aptitudes. While making final preparations for beginning a professional career, emphasis is also placed on the communication aspect of the profession. This course includes visits to professional design studios, portfolio reviews with professional graphic designers, and visiting lecturers.</p>	<p>Develop a professional portfolio presentation, which strongly reflects their current and potential status as designers.</p> <p>Display refinement of presentation and interpersonal skills through both verbal and written assignments.</p> <p>Identify what potential employers seek when interviewing a designer.</p> <p>List key aspects of the design industry, professional resources, best practices and expectations.</p> <p>Demonstrate the ability to work in collaboration with other students.</p>	<p>3</p>
<p>ADDM 400 Level</p>	<p>INTERNSHIP (OPTIONAL CREDIT BEARING EXPERIENCE. STUDENT WOULD CHOOSE TO REPLACE THE MKT 360 OR COMM 232 REQUIREMENT)</p>	<p>Exposure to a professional environment is a critical component in the education of a designer. This required experience guides students in preparing for and acquiring an internship position. Preparation includes developing materials such as a professional design resume and portfolio, identifying internship opportunities, conducting formal business communication, and internship acquisition. In addition to attending three workshops held throughout the school year, thirty contact hours are required for every 1 credit hour earned. B.F.A. Graphic and Interactive majors are required to complete 3 internship credits. Internship opportunities should be within a professional design environment, ideally under the mentorship of at least one design professional, and be approved by the internship coordinator/instructor. Internship credits are issued after the submission of required forms and a designed experience journal or formal presentation.</p>	<p>Prepare a digital portfolio, print presentation, and appropriate business documents (resume, business cards)</p> <p>Demonstrate the ability to communicate in a manner appropriate to the profession</p> <p>Demonstrate the skill set, independence and resourcefulness to secure an internship</p> <p>Demonstrate the ability to perform competently in a professional design environment</p> <p>Document and articulate the insights, understanding, skills and experience gained through written or oral presentation</p>	<p>3</p>

ADIN 300	PRINCIPLES OF GAME DESIGN	<p>An introduction to the process and principles of designing video games for entertainment and education. Students will apply principles of game and user experience design as they conceive, design, and pitch video game concepts targeted towards various platforms and experiences through the production of design briefs, wireframes, storyboards, simulated prototypes, and formal presentations.</p>	<p>Complete preliminary work (sketches, outlines, creative ideation exercises) in preparation for projects and assignments</p> <p>Identify the base process of designing a game from conception to distribution</p> <p>Identify and apply core mechanics of game design (meaningful play, balance, feedback, flow, mastery, rewards)</p> <p>Articulate ideas and concepts into complete and well organized wireframes, storyboards, flow charts, and engaging presentations</p> <p>Create engaging illustrations and graphics with appropriate software formatted for game production</p> <p>Apply core visual communication principles in the context of game based media</p> <p>Demonstrate understanding of course materials and vocabulary through critique and reflection</p> <p>Display intermediate competency and skill in the utilization of the tools and technology used for game design</p> <p>Develop and articulate original, targeted, and engaging concepts for video game applications</p>	3
----------	---------------------------	---	---	---

ADIN 450	UX/UI DESIGN	<p>This course's purpose is to advance students' understanding of the specialized disciplines, user experience and user interface design. Students will pursue advancing visual and interactive communication skill sets as they complete application focused projects that seek to create effective user experiences. Focus is placed on principles, processes, and practices specific to user experience and user interface design and include topics such as usability, user interaction, iconography, mapping, and prototyping.</p>	<p>Apply foundational principles of user experience Utilize Google Analytics to evaluate data and make decisions Complete competitive, best practice, and field research for an interactive experience Create an audience and personas for an interactive experience or market Create a goal map and user journey for an interactive experience Concept multiple solutions for one problem or experience Build an information architecture or site map Draw and design wireframes Design and build interactive prototypes Build and evaluate a user survey Design, conduct, and evaluate user interviews Apply UX vocabulary and terms Write about user experience through a blog format Demonstrate developing Presentation skills</p>	3
COMM 121	INTRODUCTION TO CONTEMPORARY COMMUNICATION	<p>This course is a survey of communication from interpersonal to mass media, with an emphasis on understanding the current environment created by communication and technology. Assignments help students understand the media influence in their own lives regardless of major as well as explore communication as a career.</p>	<p>Students will be able to identify, understand, and explain the major characteristics of key communication perspectives and models. Students will be able to identify, understand, and explain communication processes and effects. Students will be able to understand and articulate their own communicative behaviors. Students will hone their writing, speaking, analytical and critical thinking skills through class assignments. Students will understand what career opportunities are available in the communication field.</p>	3

COMM 232	INTRODUCTION TO NEW AND SOCIAL MEDIA	<p>This class explores what is new about the new media landscape and why we should care about these changes in the media landscape. Starting with social implications of the new media, the course will delve into how the new media landscape influences aspects of public relations, advertising, and journalism. New and social media are transforming communication for individuals, organizations, and society and this course focuses on the way language, discourses, and meaning have been and continue to be created and altered within the interdisciplinary area of social media. Students will become familiar with many current social media tools during the course of the class and they will also learn to think critically about how individuals and organizations talk about and create meanings within the world of new and social media</p>		3
MKT 365	MARKETING AND DIGITAL MEDIA	<p>Data-driven digital media strategies provide crucial information for modern brands to make marketing decisions supported by new technologies. Students will learn how to measure the effectiveness of digital media strategies including online listening and monitoring, website traffic analytics, search engine optimization, search and display ads, affiliates, email marketing, and social media. Students will develop, evaluate, and execute a comprehensive strategy-driven digital marketing plan and justify the effectiveness of the marketing plan as indicated by return on marketing investment (ROMI) data. This course is a pre-requisite for MKT-491 Marketing Analytics.</p>	<p>Write actionable objectives for digital marketing initiatives and understand the metrics used to measure results. Develop customer personas and understand the importance of buyer journey mapping. Learn the best practices in creating, generating, and curating visually appealing digital marketing content for target audiences. Understand the metrics used to evaluate marketing campaign performance in digital media initiatives. Understand how consumer behavior and competitive analysis informs the selection of keywords for websites and search ads, and how this knowledge can be used to drive traffic from marketing campaigns and track the source of traffic. Explore the digital tools and methods companies can use in balancing user experience, search engine optimization, and content marketing for best results in digital campaigns.</p>	3

PSYC 200 Level	PSYCHOLOGY OF DESIGN: WHY PEOPLE TWEET, PLAY GAMES, AND HAVE FAVORITE COLORS.	This course explores the psychological theories and principles that influence the discipline/industry of design. Color, consumer and social behavior, games, gambling, story, decision making are a few areas of study of as students seek to discover why we tweet, buy products, play games, and have favorite colors.	Identify primary psychological theories and principles that influence design. Identify common patterns of human behavior and how they are influenced. Develop and utilize models of evaluating design solutions based on standard methods of research. Compare the disciplines of psychology and design and articulate the importance of understanding their relationship. Apply knowledge gained from this course to create thoughtful works of visual communication.	3
----------------	--	--	--	---