

Approval Chart for Curriculum Changes

A = Approve

I= Information Item¹

R= Advise & Respond²

Course Number ART 453 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Please see attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

				COUNCIL ³						
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).		A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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					COUNCIL ³							
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

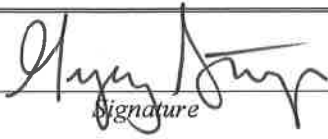
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	<u>Nov 1, 2018</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	<u>2-8-19</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	<u>2/25/19</u> Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	ART 453 Identity & Brand II
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Ryan Feerer
2	Course Teacher	Ryan Feerer
3	Course Title	Identity & Brand II
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts & Sciences
6	Department	Art & Design
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	3
8b.	Number of contact hours – lab/activity	3
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☒ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	3 Credit Hours
15	Grade Mode (check all appropriate):	☒ <u>X</u> Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	In this course, we will be working much closer with brand identities with an emphasis on design entrepreneurship through the concept development of products/services that would positively affect the user's life. To do this effectively, the focus will be on both team and individual projects through brand/market research, brand/touch point/brand bible development, and the presentation.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	ART 353 Identity & Brand I
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	
21	Does this course have any special student costs?	☒ <u>X</u> No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	All
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	None
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	None
23	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2018
24	List course/s that should be deleted, (Also, include the last semester for course/s being deleted)	None

	<i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
--	--	--

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ No ☐ Yes Explanation:
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>ART 440 is currently being taught during the Fall semester of 2018 with a total of 11 Senior Graphic Design majors.</i>
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	None

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	See attachment for full explanation of changes to effected degree plans and the rational behind them.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	We have known for many years that our Identity and Brand course was only providing an introduction to logo and branding design. Logo design is deceptively difficult and takes significant training and experience to reach a professional level. Currently students complete the first course and continue improving their skills independently. Other courses require that they produce logo and branding work but with little faculty assistance because it's outside the core scope of those other courses. A second Branding class would allow us to give specific and concentrated guidance in an area of need. Many of our top students go on to work in advertising agencies servicing national brands. More sophisticated training will serve to increase the number of students prepared for those roles and speed advancement for the exceptional students.

		With Identity & Brand II, we will be focusing on only two brands. An emphasis will be placed on research, process and design approach throughout all deliverables. Deliverables include competitor analysis, brand positioning, brand development, touch point development, and presentation. The primary goal of this course is to introduce you to all steps necessary to take a brand idea from concept to marketplace. Additionally, creating two extensive portfolio projects, which has been lacking in current design courses.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course will be required for both our Graphic Design Concentration of our BFA degree and the BS in Graphic Design / Advertising. These degrees serve approximately 80 students split between those two degrees. This course will be taken the Spring semester of student's senior year.
2	State the overarching course goal(s) in performance terms.	The purpose of this course is to provide an intermediate level of expertise in the field of brand design, including research, graphic design, prototyping, and presenting large-scale portfolio projects.

2. Competencies and Measurements

	Competency	Measurement
1	1) Visual Design Demonstrate the ability to develop effective brands and all of their supporting elements. Through iteration and revisions, improving visual approaches to provide design excellence.	2 multifaceted projects (5 project deliverables within each) will be assigned with frequent verbal critiques from classmates and professor. In addition, projects are graded with feedback given in multiple categories including an extensive peer evaluation. See 'Grading Policies & Details' section for more explanation.
2	2) Software Demonstrate ability to independently learn new software skills related to developing and prototyping and brands & identities and all of their elements.	Weekly technical exams will be administered where students are required to demonstrate skills outlined in weekly online technical preps. Each exam will have 2-5 skills defined on a rubric. Individual rubric items are pass/fail.
3	3) Contemporary Issues & Concepts in Brand Design Demonstrate the ability to read, understand and contribute ideas related to contemporary issues in the field of interactive design.	6 blog post assignments are given throughout the semester with some requiring comments on the posts of two others. The posts are in response to article readings on brand research and exploration and contemporary brand issues. Each prompt will have an attached rubric with clearly defined requirements and descriptions of success.
4	4) Writing & Research Demonstrate the ability to research brand competition allowing for better brand positioning and messaging.	Students are required to research and write about their brand competitor. Topics include mission statements, brand strengths/weaknesses, brand image, products, geography, quality, uniqueness, accessibility, target demographics,

		advantages/disadvantages, and areas for improvement. These writing and research assignments will have an attached rubric with writing requirements and expectations.
5	5) Collaboration Demonstrate the ability to work on project research and deliverables as a team.	Students work on an extensive group project over throughout the first half of the semester. At the end of the project, each student fills out a twelve-page rubric for their group mates, which calculated into their project participation grade
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Meggs' History of Graphic Design 6th Edition, by Philip B. Meggs (Author), Alston W. Purvis (Author)

[This book is used throughout the graphic design curriculum and is required for readings in some blog post prompts. Graphic Design majors are aware that this book is required for multiple courses in the degree plans.]

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name ART 453: IDENTITY & BRAND -II

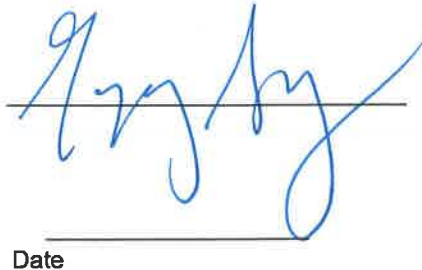
Primary Department



Department Chair
Dean of the College

10/29/18

Date



Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

VI. Actions *Place all actions on one page.*

Course ID: ART 453

Course Title: Identity & Brand II

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒

Denied ☐

Jonathan L. Camp
College Dean or Director

Date

2-8-19

Approved ☒

Denied ☐

[Signature]
College Dean or Director

Date

2/12/19

2. Graduate Council: (for graduate level courses)

Approved ☐

Denied ☐

Dean of Graduate School

Date

3. Teacher Education Council: (when applicable)

Approved ☐

Denied ☐

TEC Chair

Date

4. University General Education Council: (when applicable)

Approved ☐

Denied ☐

Provost's designee

Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐

Denied ☐

Vice Provost

Date

6. Academic Provost: (for all courses)

Approved ☐

Denied ☐

Provost

Date

7. President of the University: (for all courses)

Approved ☐

Denied ☐

President

Date

Attach notes, comments, or conditions from appropriate councils:

ART 453 Identity & Brand II

Ryan Feerer

Associate Professor of Art & Design

3-credit hours

Spring 2019

Office: DM 219

Office hours: TBD

Class location: DM 224

Class hours: TTH 8am-10:50am

E-mail: rkf02a@acu.edu

Prerequisites: ART 353 Identity & Brand I

University & Department Mission

University Mission

The mission of Abilene Christian University is to educate its student for Christian service and leadership throughout the world.

College of Arts and Sciences Mission

The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department of Art and Design Mission

We believe that art has a unique power to change our world, to make it a more beautiful, generous, rich, and open place. We are convinced that the world needs not only artists, but Christian artists who in their talent and power of creative expression proclaim the glory of the Creator.

Course Overview

Course Description

In this course, we will be working much closer with brand identities with an emphasis on design entrepreneurship through the concept development of products/services that would positively affect the user's life. To do this effectively, the focus will be on both team and individual projects through brand/market research, brand/touch point/brand bible development, and the

presentation. The product of these experiences will be extensive, large-scale portfolio projects and potentially the research and assets needed to take these concepts to the Springboard Challenge.

Intended Audience

The intended audience for this course is senior level students pursuing the BFA with a concentration in Graphic Design as well as those seeking a BS in Graphic Design/Advertising.

Required Textbook & Materials

Meggs' History of Graphic Design 6th Edition, by Philip B. Meggs (Author), Alston W. Purvis (Author)

[This book is used throughout the graphic design curriculum and is required for readings in some blog post prompts. Graphic Design majors are aware that this book is required for multiple courses in the degree plans.]

Course Activities

1. Small group and full-class brainstorming (*First 3 weeks of each project*)
2. Research & writing (*First 3 weeks of each project*)
3. Visual design projects (*last 5 weeks of each project*)
4. In-class critique sessions (*individual, small group and full-class—last 5 weeks of each project*)
5. Software technical tutorials (*In-class and online—Weekly*)
6. Blog posts and comments based on assigned reading (*6 throughout the semester*)
7. Quizzes over assigned reading (*Weekly*)

Course Fees:

(\$50) This fee helps cover some of the cost of a full-day workshop delivered by Scott Allen Hill who is the Design Director from the Branding Agency Switch. If this workshop (or equivalent) falls through for any reason this fee will be refunded.

Outline of Topics

Analytical & Conceptual

- Identity & Brand Design
- Competitor Analysis
- Typography as it applies to Logotypes
- Illustrating Brandmarks
- Gestalt Theory
- Understanding Demographics
- Pitching ideas
- Presenting work

Visualization & Physical Prototyping

- Mood Boards
- Touch Point Rough Drafts
- Touch Point Physical Prototypes

- Digital Mockups

Production Tools*

- Adobe Illustrator
- Adobe InDesign
- Adobe Photoshop
- Squarespace & Adobe Portfolio

Faith and Learning

Within the discipline of Branding, we as designers have hold the power of persuasion. We must approach each project with thoughtful consideration, being careful not to communicate false brand offerings or values. We need to be careful not to distort the truth behind a brand. Ethics are very personal and sometimes can be clouded by the work we are doing. We will be exposing potential struggles within the industry, specifically within brand design, and how to avoid making unethical decisions.

Course Objectives & Competencies

Course Objectives

The purpose of this course is to provide an intermediate level of expertise in the field of brand design, including research, graphic design, prototyping, and presenting large-scale portfolio projects.

Competencies

1) Visual Design

Demonstrate the ability to develop effective brands and all of their supporting elements. Through iteration and revisions, improving visual approaches to provide design excellence.

Measurement:

2 multifaceted projects (*5 project deliverables within each*) will be assigned with frequent verbal critiques from classmates and professor. In addition, projects are graded with feedback given in multiple categories including an extensive peer evaluation. See 'Grading Policies & Details' section for more explanation.

2) Software

Demonstrate ability to independently learn new software skills related to developing and prototyping and brands & identities and all of their elements.

Measurement:

Weekly technical exams will be administered where students are required to demonstrate skills outlined in weekly online technical preps. Each exam will have 2-5 skills defined on a rubric. Individual rubric items are pass/fail.

3) Contemporary Issues & Concepts in Brand Design

Demonstrate the ability to read, understand and contribute ideas related to contemporary issues in the field of interactive design.

Measurement:

6 blog post assignments are given throughout the semester with some requiring comments on the posts of two others. The posts are in response to article readings on brand research and exploration and contemporary brand issues. Each prompt will have an attached rubric with clearly defined requirements and descriptions of success.

4) Writing & Research

Demonstrate the ability to effectively research brand competition allowing for better brand positioning and messaging.

Measurement:

Students are required to research and write about their brand competitor. Topics include mission statements, brand strengths/weaknesses, brand image, products, geography, quality, uniqueness, accessibility, target demographics, advantages/disadvantages, and areas for improvement. These writing and research assignments will have an attached rubric with writing requirements and expectations.

5) Collaboration

Demonstrate the ability to work on extensive project research and deliverables as a team.

Measurement:

Students work on an extensive group project over throughout the first half of the semester. At the end of the project, each student fills out a twelve-page rubric for their group mates, which calculated into their project participation grade.

4 Areas of Focus

All projects and activities in this class should be pushing you forward in one or more of the following categories.

1) Developing Appropriate and Thoughtful Brands

In I&B 1 students are introduced to many types of brand & Identity design approaches. Given the amount of content that needed to be covered and experiences that need to be had, there was not enough time to effectively research and develop a brand. With I&B 2 we are focusing on only two brands. An emphasis will be placed on research, process and design approach throughout all deliverables. Deliverables include competitor analysis, brand positioning, brand development,

touch point development, and presentation. The primary goal of this course is to introduce you to all steps necessary to take a brand idea from concept to marketplace. Additionally, creating two extensive portfolio projects.

2) Research and Process

Since I&B 1 did not allow for efficient project research and exploration, so in this course we plan on taking more time to develop successful brands early on in the design process. This includes group brainstorming, research and writing of a competitor analysis, and brand positioning. The process that has been put into place should define the design direction. Through the development of rough drafts and revisions, each deliverable should be thoughtful, effective, and appropriately executed.

3) Presentation

You will be asked to pitch, explain and defend your design decisions based on project research and the design process. This is the point at which your ability to clearly communicate and defend your choices can dramatically increase career prospects.

4) Software and Technical Skills

As with all design classes, there is a foundation of technical and software-based skills needed to work efficiently and professionally. Students need to have a high enough level of technical proficiency to adjust and thrive in whatever workflow an employer may utilize.

Grading Policies & Details

Grading Factors

- 12%: LAB: Technology Exams (75% Avg Required) ***
- 12%: LAB: Quizzes (75% Avg Required) ***
- 12%: LAB: Blog Assignments
- Project 1: 10.00%
- Project 2: 10.00%
- Project 3: 10.00%
- Project 4: 10.00%
- Project 5: 14.00%
- Project 6: 10.00%

*** A 75% average is required on Quizzes and Technology Exams in order to pass the course. This content is extremely important to your success as a graphic designer.

Grade Estimates

A: 100% - 90%

B: 89% - 80%

C: 79% - 70%
D: 69% - 60%
F: 59% and below.

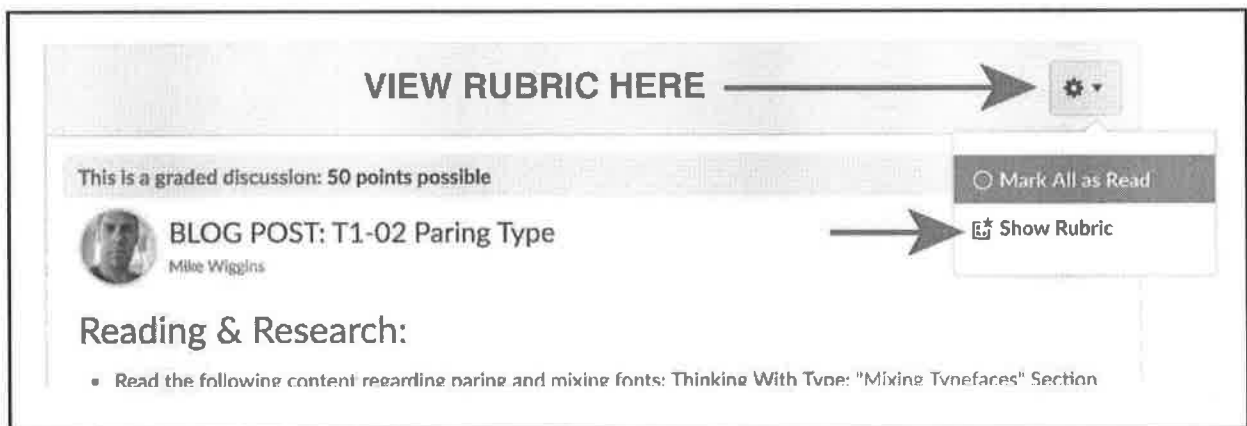
NOTE: All graded projects, quizzes, exams, and blogs can be viewed in the “Grades” section in Canvas.

Technology Exams:

Rubrics are attached to each Technology Exams with clearly described skills for each rubric item. You must demonstrate competency in each skill to earn the points associated with that rubric item. The lab facilitator will assess your work each week. Once per 8 weeks you will have an opportunity to makeup one failed exam. The time for the make-up exam will be outside of the normal lab session.

Blog Assignments

The rubric for each blog assignment can be viewed within the assignment:



Final Project (“Final Comps”):

The following describes the grading rationale for your completed design work, often referred to as “final comps”. Grading for sketches and other process work will be described in each project brief.

The grades assigned to your design work are a simulation of the professional design world. You can think of it as your professors professional opinion of what a potential employer will think as he views your work. There is an assumption that the employer has extensive experience with the level and context of the coursework.

The descriptions of grades below are what your professors believe a potential employer would think as he views your work:

- A (95%) = “This piece is extraordinary. Of the work I have seen from other designers at this level it is among the best. When I see work like this I am excited to see more. Some

words that cross my mind when I look at this work are, extraordinary, very strong, beautiful, and very, very good."

- B (85%) = "This piece is good. Of the work I have seen from other designers at this level this is solid work. It's not at the top but it can hold my attention and has some strong qualities. Some words that cross my mind when I look at this work are, nice, strong and good."
- C (75%) = "This piece is OK. It is a bit bland and is struggling to hold my attention. It is not awful or full of problems but it could use some more love and attention. It may have some areas of promise but mixed with areas of struggle. Some things that come to mind when I look at this piece are, it's ok, has potential and 'let me look at more work before I make up my mind.'"
- D (65%) = "This piece is struggling. There are obvious problems that need to be addressed. This work is acceptable but at the lowest level and shows areas of significant weakness. As a potential employer I should not be seeing this work."
- F (55% and below) = Unacceptable work. This work is below the quality level acceptable for credit in this course. There are significant and obvious problems with the work. It may be unfinished or just appear unfinished.

Plus and Minus

From time to time you may receive a grade reflective of a B- (82) or a C+ (78). This can be interpreted as slightly above or below the descriptions given above. As if the employer thinks all of the things described but also can't decide if his/her opinion should be lowered or raised. In those cases a slight bump up or bump down may be reflected in the grade. A piece that is better than good but not in the 'extraordinary' category would likely have earned an 88. A piece that is almost extraordinary would likely have earned a 92.

Without a rubric how can I improve?

Without a rubric or specific categories and characteristics being highlighted and evaluated how does a student work towards improvement. The descriptions above are good at defining the quality of the piece but not particularly helpful when trying to decide what skills need to be practiced and improved. When one bad choice has the power to reduce a grade from a 'B' to a 'D' how will a student be made aware of areas of weakness? We have two answers:

1. Studio session are twice as long as standard lecture session for this specific reason. They will include one-on-one, small group and full class critiques. Pay close attention and ask questions. Not only to yours, but also your classmate's. The issues we discuss during critiques play a big role in the grade you will receive on projects. You are also encouraged to request clarification and elaboration about specific grades when and if you have concerns.
2. [Skills & Areas for Improvement Document: \(Links to an external site.\)](#)[Links to an external site.](#) We have created a document that defines strengths and areas for improvement. The areas for improvement are paired with specific suggestions and actions that we believe will help improve your performance in those areas. If we suggest a specific area of improvement when we return grades please review the document and take the steps described to improve your performance.

Why not a rubric?

A typical rubric might define several categories, give weight to those categories, and then describe the levels of performance in each that would earn specific grades. For example, some categories in our discipline might be composition, typography, use of color, etc. The rubric would describe the level of performance in, say, typography that would earn an A, B, C, etc.

Rubrics are said to avert a rush to judgment. They give organization to observations that lead to the final grade. A professor looks at your work, moving through the categories, assessing the performance in each and assigns points. In the end the points are added up to reveal the final grade.

Unfortunately this is not how design work is evaluated in the real world. You are now at a level where your work must be evaluated in the same manner it will be in the professional world you are headed toward.

When a shopper grabs a product off the shelf they don't evaluate the quality of graphic design based on cleanly weighted categories. People don't respond uniquely to color, type choice, type hierarchy, grid structure, negative space, balance, shape, etc. They don't add up the sum of each characteristic to equal its quality. As the gestalt psychologists summarized, the whole is greater than the sum of its parts. Within aesthetics two plus two equals more than four. Rubrics struggle with this kind of math.

When a serious misstep in any single category can result in a failing grade rubrics struggle to be of help. For example, it is plausible for a student to use typography so poorly that it renders a work unacceptable. A rubric would make this scenario unmanageable. A student's grade would not reflect the reaction of a potential employer.

Artists and designers know this intuitively when they sweat over a particular color choice, or the precise placement of a shape, or the perfect selection of typeface. As if any one choice can make the piece sing or ruin it all together. Unfortunately it's true, a single choice can disproportionately propel a piece to extraordinary beauty or kill it dead. This is why the design process is both exhilarating and excruciating.

General Policies

Attendance Policy

Please read the following and take the short quiz [a simple canvas quiz is attached to this module]:

Fall/Spring TTH Classes

1. Each student is given 5 absences that may be taken without penalty. Each session missed beyond this (including excused absences) will result in a 4 point reduction from your final grade. There is no distinction between excused and unexcused absences in regards to this policy, please see the NOTE below.

2. 3 instances of tardiness will be counted as one absence. There is no distinction between excused and unexcused tardiness in regards to this policy, please see the NOTE below.
3. Our lab session is on Thursday morning prior to our studio session. Missing both the lab and studio session will result in 2 absences.
4. Leaving class early without permission from the instructor will be counted as a class absence.
5. If more than 9 class sessions are missed for any reason, the student will either be given a failing grade or may choose to drop the course with the appropriate WP or WF.
6. If a quiz, test or project due date is missed due to an excused absence* the student must contact the instructor (or facilitator) prior to the absence or before the following class meeting (at the very latest) if the student desires to get full credit for late work or take a make-up exam/quiz.
7. If a quiz, test or project due date is missed due to an unexcused absence a make-up exam/quiz will not be offered.
8. If you receive an email stating that you were tardy or absent but you know with certainty it is not accurate it is your responsibility to contact me with the correction.

***Excused Absence:** An excused absence is that caused by a University-sponsored activity, medical emergency, family tragedy or a significantly momentous family event. In this context family refers to immediate family. Please discuss with your professor.

NOTE: Special consideration may be given for excessive absences due to serious extended illness or family tragedy. The student is encouraged to discuss this with the instructor.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Title IX Policy:

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities,
2. submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive

environment for work, education, or participation in a University program or activity. See the full university policy by following this link:

<http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

Academic Integrity Policy

Please read the following and take the short quiz [a simple canvas quiz is attached to this module]:

In this department we believe your academic honesty is not only important to you and your future reputation in professional environments but has great impact on this community. A single student cheating, plagiarizing, or any other form of dishonesty can send a very damaging signal to other students. Therefore it will be taken very seriously.

It is all of our responsibility to make sure our community holds honesty and respect for others in the highest regard. You may have been in academic environments where cheating and dishonesty were common occurrences. It can be terribly destructive to the quality of education for everyone. Please help us maintain a community of high character by being open with your faculty and advisors when you suspect a problem. For a full description of ACU's Academic Integrity policy please visit this link

Consequences of Cheating and Academic Dishonesty

Cheating or any form of academic dishonesty will not be tolerated in this department. At the very least a '0' will be given on the quiz, test or project. Depending on the incident, you may be dropped from the class. If it is determined that there have been multiple incidents of academic dishonesty you will fail the course along with other possible implication. The only way to investigate if prior incidents have occurred is by reporting the occurrence to the department chair and deans office.

Plagiarism

There are NO assignments or activities in this class where you can use the words of others in your writing, verbal presentations or projects without clear permission or clearly indicating you are doing so. You are responsible for indicating all specific instances where you use the words of others. You may ask, "Should I indicate when I use only one word?" Depending on the word it may be appropriate to do so, but as a general rule I feel that anything over two consecutive words from another source should be in quotes and the original author cited.

I wish this could go without saying but I have repeatedly found that it cannot. With this stated, any instance where I find you have violated this request I will assume you are attempting to pass the words of others off as your own. This is defined as plagiarism and has specific university-wide consequences stated in ACU's academic integrity policy that can be found on ACU's website.

Within the context of this course the penalty will at least be a 0 on the entire project associated with the writing or project. To be clear, that can mean a 0 for as much as 14% of your final grade in the course. In order to determine if any prior violations have taken place the incident will be reported to the Department chair and any other academic officials deemed necessary. If other incidents have been recorded you will likely receive a failing grade in the course.

Deadlines and Late Work

Please read the following and take the short quiz [a simple canvas quiz is attached to this module]:

All projects and assignments will have specified due dates. All projects and deliverables that are physically turned in must be ready at the beginning of class on the specified due date. Work that is being printed or pasted down as class begins will be considered late. It is part of professional practice to show up to meetings with work completed not in the process of being completed. For this reason you must anticipate printing traffic and other problems that may slow your process down.

If you are not in attendance on a specified due date you may coordinate dropping off the work with the professor or classmate but it is your responsibility to make sure it is received by the professor.

Important Details:

- Late work is acceptable but will be decreased by 10 points for each class period it is late.
- If work is late due to an excused absence there is no deduction to your grade but it is your responsibility to communicate the nature of the absence.
- As soon as the work is complete take photographs of it and upload it to the appropriate assignment. This is typically the 'Process Materials & Deadlines' or 'Final Comps' assignments in canvas. This will time stamp when your work was complete. When you turn in the physical work you can communicate with the facilitator or professor when the work was complete and it can be verified when the photos were uploaded.

October 25, 2018

Ryan Feerer
Rkf02a@acu.edu
325-674-6534

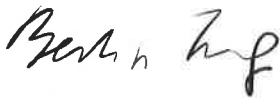
Re: Review of ART453

Dear Professor Feerer,

Thank you for submitting ART453: Identity & Brand II. I have reviewed it based on the ACU Syllabus Guidelines. I find it to be meeting all requirements in an exemplary way. Thanks for working with me in revising the syllabus before the submission. I find your syllabus well organized, easy to read, and visually appealing.

Please note that this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by others, including your department chair and members of the council, who may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Beth H. Ziegler". The signature is fluid and cursive, with the first name "Beth" being the most prominent.

Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 29, 2018
TO: Ryan Feerer
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: New Course Proposal – ART 453 – Identity & Brand II

After reviewing the course syllabus, the library is able to support the proposed course. If additional resources are needed, you can reach out to Chai Green (cwg06b@acu.edu), Librarian Liaison for the Department of Art & Design. Thank you for letting us review the course.