

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a. Submitted by the College of: <u>Fine Arts</u>		Today's Date: <u>12/11/2010</u>			
b. Department/Division: <u>Arts Administration Program</u>					
c. Is there a change in "ownership" of the course? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>					
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor ¹ (place cursor here for minor change definition)					
e. Contact Person Name: <u>Michael Braun</u>		Email: <u>Michael.Braun@uky.edu</u>		Phone: <u>859 257 4142</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>AAD 202</u>		Proposed Prefix & Number: <u>AAD 202</u>			
b. Full Title: <u>Arts Administration Technologies I</u>		Proposed Title: <u>Graphic Design for Print and the Web</u>			
c. Current Transcript Title (if full title is more than 40 characters): _____					
Proposed Transcript Title (if full title is more than 40 characters): _____					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR <input type="checkbox"/> Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					

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Comment: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: 3 Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? YES NO

Proposed to be repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Current Course Description for Bulletin:

The purpose of this course is for students to gain the basic skills to design and produce materials utilized by arts organizations to communicate with their patrons. Additionally, the course will familiarize students with a number of design-related computer applications. Prereq: AAD 200 or consent of the instructor.

Proposed Course Description for Bulletin:

The purpose of this course is to teach students basic design skills and then apply them to both print and web-based projects. For example, students will design print and web based event advertisements and invitations, a logo and opening web pages for both a personal and professional site. Besides covering basic design concepts, the course will familiarize students with design-related computer applications such as Photoshop and Illustrator.

j. Current Prerequisites, if any: AAD 200

Proposed Prerequisites, if any: None

k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO

If YES, identify the depts. and/or pgms: _____

b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO

If YES⁷, list the program(s) here: _____

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

6. Information to be Placed on Syllabus.

- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

AAD 202 001: Graphic Design for Print and the Web Traditional Class Syllabus

Office & Hours:

Instructor: XXXXX XXXXX
Office: 111 Fine Arts Building
Telephone: 859 257 XXXX
Email: XXXXX.XXXXX@uky.edu
Classroom: Fine Arts Mac Lab
Class Hours: Tuesdays and Thursdays: 11:00am - 12:15pm
Office Hours: Mondays 12 - 2, Tuesdays 1 - 3, Thursdays 1 – 3, Fridays 12 – 2. If you have trouble finding me, email me or leave a message on my answering machine, telling me how and when I can contact you.

Texts: There are no required texts for this class. Resources will be posted on Blackboard and students will be referred to various web sites through out the class to take tutorials and download other resources. Two good optional texts that help explain the workings of Photoshop and Illustrator are: Visual Quickstart Guides: Photoshop CS4 and Illustrator CS4 both by Elaine Weinmann and Peter Lourekas. Both are readily available for purchase on the Internet.

Course Content:

The purpose of this course is to teach students basic design skills using creative computer software and apply this learning to both print and web-based design projects, with an emphasis on marketing and promotion. For example, students will design print and web based event advertisements and invitations, a logo opening web pages for both a personal and professional site. Besides covering basic design concepts, the course will familiarize students with design-related computer applications such as Adobe Photoshop and Adobe Illustrator.

Course Outcomes:

Upon completion of this course students will be able to:

- Demonstrate adeptness with the creative Adobe software used in this class through the submission of works-in-progress
- Develop and present graphics and layouts for the purpose of promoting events and organizations
- Develop and present products made for print and web
- Explain design concepts and identify the strengths and weaknesses of designs

Attendance:

You need to be here. This is going to be a progressive learning class and missing one or more classes on the way will be detrimental to your learning and your grade. Therefore, your attendance at each class meeting, and your prompt completion of assignments are vitally important. ***If you miss class it is your responsibility to check with your fellow students or the instructor for any handouts, assignments, changes in schedule or other critical information you may have missed.*** If your absence is unavoidable due to an illness or a family emergency, contact me as soon as possible to let me know why you are missing class, or handing in a late work assignment. When such instances occur, ***take the time you need and do not worry.*** Reasonable accommodations will be made to allow you to catch up. Acceptable

reasons for absences are listed in the Student Rights and Responsibilities Handbook. You are entitled to excused absences for the purpose of observing major religious holidays; however, you must notify me in writing of the dates you will be missing by January 21, 2010.

To be recorded as present, you must sign the attendance sheet when it is passed around at the beginning of class. If you arrive after the sheet has been passed around, and you do not have a legitimate excuse for being late or absent, you will be recorded as absent. If you have six unexcused absences, you will receive an automatic E. Attendance points will be awarded according to the following point scale:

Unexcused Absences	Points	Unexcused Absences	Points
0 - 1	100	4	40
2	80	5	20
3	60	6	Automatic E

Deadlines:

Throughout the semester you will be required to complete four major projects. You will be given the opportunity to hand in first drafts of these projects, prior to the final draft. If you fail to hand in a reasonable first draft, your grade on the final draft will be reduced by 20%. On first drafts, you will receive written comments, plus a preliminary grade and a point score. You may then accept that grade and those points for the assignment, or you may rework the assignment and hand it in again, along with the copy of your first draft with the comments written on it. The first draft's grade will then no longer count, and you will be required to take the (hopefully higher) grade you receive on your final draft. Extenuating circumstances will be taken into consideration but must be verified to receive an extension on assignments (see attendance policy above).

Procedure for Turning in Work

All project assignments will be turned as hard copies (**one** copy of each assignment) **and** in electronic form. Students are responsible for keeping current backup copies of all files (including homework). If a student loses his/her files or the files become corrupted and the student does not have a backup files, the student will have to redo the entire assignment or earn a 0.

Grading Criteria:

You will be given a midterm grade in class by no later than Tuesday, March 30. At the end of the class, you will be assigned a grade on the standard A - E scale used in the College of Fine Arts. The percentage of weight given to activities throughout the course of the semester will be:

Attendance	10 Points
Exercises	10 Points
Print and Electronic Ad	20 Points
Invitation	20 Points
Logo, Letterhead, Business Card, Envelopes	20 Points
Opening Web Pages	<u>20 Points</u>
	100 Points

Scale:

Final grades will be awarded on the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	E

Reasonable Accommodations

If you have any physical limitations, learning disabilities, problems understanding or communicating, or other special circumstances that may lead you to have difficulties in with aspects of this course, I need to be informed as early as possible. I am willing to make reasonable accommodations prior to the beginning of an identified activity. However, do not expect an adjustment in a grade, or the opportunity to repeat an assignment, if the special circumstances are identified after the activity has been completed.

Code of Conduct

In general, plagiarism consists of quoting another person or using another person's ideas without giving them credit. Cheating involves such things as copying from another person's work, or having another person complete an assignment for you. If you have questions about whether something constitutes plagiarism or cheating you should consult me or refer to a copy of Student Rights and Responsibilities. Penalties for plagiarism and cheating can be severe, ranging from a reduction in grade to expulsion, depending upon the circumstances.

Please put your phone on vibrate or shut it off during my class. If you must answer your phone, please leave the room before doing so (and leave the room with the absolute minimal amount of disruption to your fellow students).

Course Outline

I reserve the right to modify this schedule as the semester progresses. Updated schedules will be distributed in class in the event that the schedule is adapted and will be available on the class Blackboard website at <http://elearning.uky.edu>. It is the student's responsibility to obtain a new schedule in the event of absence on the day of distribution.

Tuesday	Thursday
	January 14 Syllabus revue and Introduction to Photoshop
19	21
26 Exercise 1 Due	28 Explain ad assignment/Organization and artist event identified.
February 2	4
9 Exercise 2 Due	11 First draft of ad and paper due
16 Discuss first draft of ad and paper	18 Explain invitation assignment
23 Final draft of paper and ad due	25

March 2 Exercise 3 Due	4 First draft of invitation due
9 Discuss first draft of mailer and paper Introduction to Illustrator	11
14-22 Spring Break – no classes	
23 Final draft of paper and invitaiton due.	25 Explain logo, letterhead, envelope, business card assignment
30 Exercise 4 Due	April 1
6	8 First draft of letterhead, envelope and business card due
13 Discuss first draft of letterhead, envelope, business card and paper	15 Explain Web Pages assignment
20 Final draft of paper and logo, letterhead, envelope and business cards.	22
27 First draft of Web Pages due	29 Discuss first draft of Web Pages and paper
Finals Week May 4 Final draft of paper and Web Pages due.	

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.


A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	AAD 202	Date:	February 6, 2011
Instructor Name:	Sarah Wylie VanMeter	Instructor Email:	swavanmeter@gmail.com
Check the method below that best reflects how the majority of course of the course content will be delivered.			
	Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>	Hybrid <input type="checkbox"/>

<i>Curriculum and Instruction</i>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Engaged interaction between students and faculty are built into the curriculum. There are submission and discussion requirements for every module. The instructor is required to be available for virtual 'office hours' 3 days a week for an hour, at a set time, to take questions. The instructor is required to answer emails from students within 24 hours of receiving them.</p> <p>The syllabus meets all requirements of the UK Senate Syllabus Guidelines and its Distance Learning Considerations.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>This course directly mirrors the quality of the classroom experience, while embracing the advantages of distance learning. The course exactly matches the traditional version of this class in these ways:</p> <ul style="list-style-type: none"> - The course description, goals and outcomes - The content and schedule of assignments and exercises - The draft, review, and final product workflow for creating final projects - The grading assessment, as in the classroom, is determined both by the quality of student work and student participation and engagement throughout the semester <p>By offering this class in a Distance Learning environment, there will be areas in which the student's experience will exceed that of the classroom, including, but not limited to, offering flexibility for various schedules, life circumstances, and learning styles.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Quizzes and exams will be given via Blackboard and myUK, which require secure password authentication. All exams will consist of random ordering of questions in a category and random ordering of answers for questions, helping to prevent copying from one computer to another. Quizzes and exams will be open book,</p>

	and timed, to assure that all students have the same opportunities for success. Written work will be read closely for evidence of plagiarism and appropriate tools will be used to check for this (e.g., SafeAssign).
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No, this course will not make up 25%-50% of a degree program.</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Distance Learning Students have access to the Distance Learning Library, and access to UKIT as outlined on the syllabus. Students have access to the instructor through live 'office hours' three days a week, and the instructor will answer emails within 24 hours of receiving them.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The course requirements students to complete 4 design projects, 4 exercises and 4 presentations that are peer reviewed. Additionally, students will not be able to be complete these assignments without viewing instructional videos created for the course, viewing tutorials and design examples embedded in the course, and participating in discussions via Blackboard.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>If the student has access to the University of Kentucky campus, they may use any computer lab that has CS4 or higher versions Photoshop and Illustrator. According to the UKIT site: http://webapps.uky.edu/ukit/labs/software all labs are outfitted with the software needed for this class (generally only on the Macintosh machines), except the Civil Engineering Lab and the Whitehall Lab. If the student is not on UK's Campus, they must own or have frequent access to computers with the above-mentioned software.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Contact information for the Information Technology Customer Service Center is in the syllabus for this course.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p>Instructor's <i>virtual</i> office hours, if any. The technological requirements for the course. Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). Procedure for resolving technical complaints. Preferred method for reaching instructor, e.g. email, phone, text message. Maximum timeframe for responding to student communications. Language pertaining academic accommodations:</p> <ul style="list-style-type: none">○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation, which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none">○ Carla Cantagallo, DL Librarian○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)○ Email: dllservice@email.uky.edu○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
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11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Sarah Wylie VanMeter and Rachel Shane</p> <p>Instructor Signature: </p>
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AAD 202 001: Graphic Design for Print and the Web Distance Learning Syllabus

Instructor Information

Instructor, XXXXX XXXXX

Email, XXXXX.XXXXX@uky.edu

Phone, 859 XXX XXXX

Campus Location, Lucille Little Fine Arts Computer Lab

Office Hours, Mon/Wed/Fri 11am to 12 pm

Notes, I will be available on Adobe Connect during the office hours listed above. You may also contact me by phone during office hours. Please contact me by email only outside my office hours. I will answer emails within 24 hours of receiving them. There will be three times during the semester that I will go to the campus location, listed above, for an optional live learning session.

Course Description

The purpose of this course is to teach students basic design skills using creative computer software and apply this learning to both print and web-based design projects, with an emphasis on marketing and promotion. For example, students will design print and web based event advertisements and invitations, a logo opening web pages for both a personal and professional site. Besides covering basic design concepts, the course will familiarize students with design-related computer applications such as Adobe Photoshop and Adobe Illustrator.

Course Goals

- Learn the creative Adobe software used in this class
- Create graphics and layouts for the purpose of personal expression, as well as promoting events and organizations
- Learn the different requirements for products made for print versus those made for web, including technical specifications and design considerations for each
- Learn how to identify and talk about strong design versus weak design

Course Expectations

To successfully complete this course, students should do the following:

- Execute all the points of instruction within each module
- Complete and submit all projects on time
- Complete and submit all exercises on time
- Actively participate in all discussions
- Students should expect to spend 6-8 hours working through each module

Course Materials

To complete the assignments for this course, students must have access to a computer with CS4 or higher versions of Adobe Photoshop and Illustrator installed on it. If students have access to the University of Kentucky campus, they will be able to use any computer lab outfitted with the software needed for this class. According to the UKIT site: <http://webapps.uky.edu/ukit/labs/software> all labs have Macs with these programs, except the Civil Engineering Lab and the Whitehall Lab. If students are not on UK's Campus, they must own or have frequent access to computers with the above-mentioned software.

There are no required texts for this class. All resources will be posted on Blackboard. Two good optional texts that help explain the workings of Photoshop and Illustrator are: Visual Quickstart Guides: Photoshop CS5 and Illustrator CS5 both by Elaine Weinmann and Peter Lourekas.

Course Objectives

- Demonstrate adeptness with the creative Adobe software used in this class through the submission of works-in-progress
- Develop and present graphics and layouts for the purpose of promoting events and organizations
- Develop and present products made for print and web
- Explain design concepts and identify the strengths and weaknesses of designs

Assignments & Grades

Assignment Descriptions

Discussions: Discussion topics are designed to engage the students' thinking about the software and design concepts as well as encourage interaction with other students in the course. Discussion postings should be courteous, thoughtful, and carefully written. Furthermore, discussions will offer the opportunity to provide and receive peer feedback on projects and will be part of the presentation process.

Projects: Students will be required to demonstrate their understanding of design concepts and software by completing two drafts of each project. Students will post first drafts to the Discussion Board with written explanations, describing what they are attempting to accomplish. The class will then conduct peer reviews, commenting on the strengths and weaknesses of each project. Finally, students will be expected to take these comments, along with those of the instructor, into consideration and rework their first drafts, before handing in their final drafts.

Exercises: Exercises in the form of step-by-step written tutorials, reinforce instruction and demonstrate that students understand key concepts of the software. At the end of each exercise, all students will have created and submitted the same end product.

Presentations: Students will find examples of good and bad design execution for each project they create in the course. They will then post their examples to the Discussion Board, and explain why the designs are good or bad. The students will then comment through the Discussion Board on each other's examples and explanations.

Canvas Submission: At the end of each module that includes software instruction, students will be required to submit their work. These will not be graded on design – these will be graded only on whether they show that instruction has been followed are submitted at the end of the module, or not.

Assignment:	Weight:
Discussion Board Participation	15 percent
4 Exercises	10 percent
4 Presentations	10 percent
Canvas Submission	5 percent
Project 1, Print & Web-based Advertisements	15 percent
Project 2, Print & Web-based Event Invitations	15 percent
Project 3, Logo, Letterhead, Envelope	15 percent

<u>Project 4, Home & Inside Web Pages</u>	<u>15 percent</u>
TOTAL	100 percent

Grades

Letter grade: A
 Characterization: Excellent
 Explanation: Student's work and participation are outstanding. The work is professional, executed at the highest level, fully finished. Work demonstrates command of the software and full understanding of design concepts. The student regularly engages in discussions by bringing ideas and questions to the table, as well as adding to the established conversation.
 Range: 90 to 100 percent

Letter grade: B
 Characterization: Good
 Explanation: Student's work is strong and above average in every way. The work is professional, executed at an above average level, and is fully finished. Work demonstrates knowledge of the software and a good understanding of design concepts. The student engages in discussions by adding thoughtful commentary to the established conversation.
 Range: 80 to 90 percent

Letter grade: C
 Characterization: Average
 Explanation: Student's work is average in every way. The work meets the requirements, but demonstrates little effort, skill, or understanding of the software and design concepts. The student engages in most discussions, but not adding new or different commentary to the established conversation.
 Range: 70 to 80 percent

Letter grade: D
 Characterization: Poor
 Explanation: Student's work barely meets requirements, demonstrates little effort, skill, or understanding of the software and design concepts. The student engages in some discussions, and does not add anything new or different commentary to the established conversation.
 Range: 60 to 70 percent

Letter grade: E
 Characterization: Failing
 Explanation: Student does not complete the work and does not engage in discussions.
 Range: Below 60 percent

Submitting Assignments

All projects, exercises, and presentations will be posted to Blackboard.

Late Work Policy You will lose 10% off your final grade for the assignment or project every 24-hour period it is overdue.

Course Schedule

Module 1

Basic Computing, File Management, Photoshop First Look. Students learn basics of computing, including opening new files, saving files, closing windows and programs. Students begin learning Photoshop.

Topics:

- Mac Basics & Uploading Files to Blackboard
- File Management
- The Photoshop Interface- Tools, Palettes, Menu, Options & Canvas
- Your First Canvas - Creating a New File, Zooming, Navigation
- Copying Images & Creating Layers

Assignment(s):

- Canvas Submission

Discussion:

- For the love of technology! (Or not...)

Module 2

Basic Photoshop. Students learn the tools they need to create the first project.

Topics:

- Color Swatches
- Paint Tool
- Text Tool
- Layer Possibilities - Effects, Modes, Opacity, Adjustments
- Selections, Selections
- The other Tools
- Media Specifications

Assignment(s):

- Canvas Submission

Discussion:

- Looking Photoshopped - How and why to stay away from the extreme

Module 3

Basic Design. Students learn aspects of design and visual promotion

Topics:

- Fonts & Color
- Layout & Information Organization
- Mission & Purpose
- Target Audience

Assignment(s):

- Exercise

- Presentation

Discussion:

- Comments on students' presentations

Module 4

Project 1

Assignment(s):

- First Draft Submission
- Final Draft Submission

Discussion:

- Peer Reviews. Offer three solid, coherent sentences that evaluate what is working well, and what needs to change, about your peer's work.

Module 5

Intermediate Photoshop. Students will learn more advanced applications of Photoshop.

Topics:

- Advanced Selections
- Using Adjustment Masks
- Creating & Using Masks on Image Layers

Assignment(s):

- Canvas Submission

Discussion:

- Anticipating mistakes - How and why more layers will save you grief

Module 6

Intermediate Photoshop. Students will learn more advanced applications of Photoshop.

Topics:

- Filters
- Pen Tool
- Direct Select Tool

Assignment(s):

- Canvas Submission

Discussion:

- What is good design?

Module 7

Intermediate Design. Students learn implications of design choices.

Topics:

- Every Piece of Design Is an Advertisement
Designing for Emotions or a Cause

Assignment(s):

- Exercise
- Presentation

Discussion:

- Comments on students' presentations

Module 8Project 2Assignment(s):

- First Draft Submission
- Final Draft Submission

Discussion:

- Peer Reviews. Offer three solid, coherent sentences that evaluate what is working well, and what needs to change, about your peer's work.

Module 9

Basic & Intermediate Illustrator. Drawing upon their knowledge of the Photoshop interface, students learn the basic differences between Photoshop & Illustrator, including the different applications for end product, and the differences in the way the two programs handle graphic information

Topics:

- Illustrator & Photoshop, differences and similarities
- Arrangement & Alignment
- Color & Stroking
- Brushes & Symbols
- Shape Tools & Type Tools

Assignment(s):

- Canvas Submission

Discussion:

- The new arrangement. What are you already seeing are some of the advantages and applications of Illustrator?

Module 10Basic & Intermediate Illustrator. ContinuedTopics:

- The Pen Tool & Direct Select Tool (Again) Transparency & Effects
- Live Trace, Live Paint
- Clipping Masks
- The rest of the Tools

Assignment(s):

- Canvas Submission

Discussion:

- Exploring the politics of design: Can design make a difference?

Module 11

Continued Design. Students will continue learning and exploring design concepts and techniques.

Topics:

- Logos and Branding
Picking an Identity
Packaging an Identity

Assignment(s):

- Exercise
- Presentation

Discussion:

- Comments on students' presentations

Module 12Project 3Assignment(s):

- First Draft Submission
- Final Draft Submission

Discussion:

- Peer Reviews. Offer three solid, coherent sentences that evaluate what is working well, and what needs to change, about your peer's work.

Module 13

Basic Web Standards & Design. Students learn web conventions, including pixel width and height, font, color, and image considerations, architecture, information, and navigation.

Topics:

- Choosing Illustrator or Photoshop for your web design
- Organizing a website - featured areas, content, navigation, info, etc
- Front Page vs. Secondary Pages

Assignment(s):

- Canvas Submission: Make a layout for the idea of a front page for a website in Photoshop and in Illustrator. Submit both canvases

Discussion:

- Web browsing - moving away from a passive viewer into an active critic

Module 14

Basic Web Standards & Design. Continued

Topics:

- Color and Font Size considerations
- Pixel considerations for the images, content areas, the page itself
- Slicing up your file in preparation for the web
- Saving your slices for the web & website file organization

Discussion:

- The World Wide Web: Mass Audience, Mass Media, Mass Responsibility OR Is The Internet Really As Big As It Seems?

Module 15

Web Design. Students learn about current trends in web design.

Topics:

- Flash-y Sites
Big Pictures, Big Buttons
Sharing & Feeds

Assignment(s):

- Exercise
- Presentation

Discussion:

Comments on students' presentations

Module 16Project 4Assignment(s):

- First Draft Submission
- Final Draft Submission

Discussion:

- Peer Reviews. Offer three solid, coherent sentences that evaluate what is working well, and what needs to change, about your peer's work.

Discussion Board

Please follow these guidelines when posting to the discussion boards:

- When posting a question, please start a new thread.
- When creating a post, please include a detailed subject line so other readers know what the post is about, rather than "Have you heard?" or "Read this!"
- Please reply to the appropriate topic - pay special attention to which topic you are replying. If I see that a topic is out of sequence, I may ask you to remove it and re-post to make it easier for the rest of us to follow this discussion.
- In the subject line, continue to post your response so that it makes it easier to follow a train of thought. Add information in the subject line about what your reply includes, thus cuing in the other readers. For example, instead of "reply to ..." re-name your reply "I agree but..."
- Please follow general netiquette rules when posting. For example, don't use all caps (that is

considered SHOUTING).

- Check your spelling, punctuation, and grammar when posting.

Academic Honesty

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment at the University of Kentucky. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the University are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. You can find this Code of Conduct available at <http://www.uky.edu/StudentAffairs/Code/index.html>

Plagiarism & Cheating

Plagiarism consists using another person's work or ideas without giving them credit. Cheating involves such things as copying from another person's work, or having another person complete an assignment for you. If you engage either of these, you will receive an automatic "E" for the course.

Withdrawal Policy

It is your responsibility to drop a course or withdraw from the college. Failure to do so will result in receiving an "E".

Diversity

The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

ADA Services

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a letter, detailing the recommended accommodations. Contact the [Disability Resource Center](#), Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu. The Center is located in the Alumni Gym, Room 2, at the corner of Avenue of Champions and South Limestone Street (next to the Student Center and across South Limestone Street from Kennedy Bookstore).

Distance Learning Library Services

The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through the Distance Learning Programs. Services include:

- Access to the University's circulating collections
- Document Delivery & Interlibrary Loan
- Research Assistance

Information on Distance Learning Library Services:

<http://www.uky.edu/Libraries/DLLS>

DL Librarian:

Carla Cantagallo

Local phone number: 859 257-0500, x2171

Toll-free phone number: 800 828-0439, option 6

Email: dlservice@email.uky.edu

DL Interlibrary Loan Service:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Information Technology Customer Service Center & TASC

UKIT <http://www.uky.edu/UKIT/> provides technical support to University of Kentucky students. If students are having difficulty with UK-related systems, call 859-257-1300

TASC <http://www.uky.edu/TASC/DL/index.php> provides Blackboard technical support for UK Distance Learning students. If students are having difficulty with Blackboard, call 859-257-8272

Other Technical Complaints

If students are having difficulty with their own computer or software, they will be responsible for resolving these as soon as possible

Technical Requirements

Hardware (required)

- Computer

Hardware (recommended)

- Video-camera, such as an "eyeball" camera or your computer's built-in camera
- Headset/microphone

Software (required)

- Adobe Photoshop – CS4 or higher
- Adobe Illustrator – CS4 or higher

Software (recommended)

- PDF reader, such as [Adobe Acrobat Reader](#)
- Microsoft Office (Excel, Word, PowerPoint)
(available free through <https://download.uky.edu/>)

Internet Browser (required)

- [Firefox 3.5](#) (Cookies must be enabled; Pop-Blocker must be disabled)

Internet Connection (required)

- DSL, cable, or any high-speed connection

Apps (required)

- [Java](#)
- JavaScript
- [Flash](#)

Additional Resources

- [Check Your Computer](#) ... a quick test to see what browser version you are using, whether or not you have Java and JavaScript enabled, your version of Flash player, and several other items
- [Blackboard System Requirements](#) ... Operating System and Browser requirements for Blackboard
- [Blackboard Hardware and Software](#) ... detailed specs on what hardware and software is

required for Blackboard

- [Blackboard Known Issues and Problems](#) ... check here to review current Blackboard issues that are being worked on.
- [Speed Test](#) ... use this site to check what download speed you are getting. For videos to play, you need at least a 1 Mbps download speed. If higher, you will have less possibility of the videos having to stop and wait for more of the video to download.

COURSE CHANGE FORM

Signature Routing Log



General Information:

Course Prefix and Number: AAD 202
 Proposal Contact Person Name: Michael Braun Phone: 7-4142 Email: Michael.Braun@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Arts Administration Faculty	2/15/2011	Michael Braun / 257 4142 / Michael.Braun	
College of Fine Arts Curriculum Committee	2/23/11	Jane Johnson / 7-1709 / jhjohn@email.uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	3/29/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.