

A - New Course Proposal : Entry # 3677**DEAN Decision**

Approved

Date

08/31/2026

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

10/02/2026

Begin Form**Today's Date**

08/31/2026

Your Name:

Mark Brown

Your Email:mabrown@highpoint.edu**Are you a Department Chair?**

Yes

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Arts & Design

When should this proposal take effect?

Fall 2027

Information for the Registrar**Choose the department designator from the list below.**

ART

A - New Course Proposal : Entry # 3677**Proposed Course Number?**

2350

Is this course cross listed?

No

Does this course replace a current course?

Yes

Is the course number being reused?

Yes

What is the title of the new course?

Design II: Advanced Visual and Spatial Design

Write the catalog description of your proposed course:

Design II builds upon the foundations established in Design I through increasingly complex two- and three-dimensional design projects that explore form, volume, mass, space, color, texture, structure, and material relationships. Students investigate additive, subtractive, and mixed-media processes while developing skills in creative problem-solving, material exploration, planning, and critical analysis. Through hands-on experimentation, research, critique, and iterative design processes, students synthesize conceptual thinking with technical execution across physical and digital contexts. Emphasis is placed on craftsmanship, professional studio practices, independent creative decision-making, and safe use of tools, materials, and equipment.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Spring semester

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

ART1050 Design I

Is this new course being proposed because of a new or revised major or minor proposal?

no

A - New Course Proposal : Entry # 3677**Any other comments for the Registrar at this time?**

This course will replace ART2350 3D Design

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

BFA Studio: General Fine Arts, BFA Studio: Graphic Design - Required; BA Studio Art, BA Design Studies (Graphic Design) - Required; Minor Studio Art, Minor Graphic Design - Required

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

The Hayworth School of Arts and Design is proposing a curricular revision to ART 1050 Fundamentals of Design (currently a General Education ARTS-designated course) and ART 2350 3D Design, replacing them with a scaffolded Design I and Design II sequence. This revision reflects contemporary best practices in art and design education while strengthening alignment with NASAD (National Association of Schools of Art and Design) standards and departmental assessment goals. Rather than separating two-dimensional and three-dimensional design into discrete courses, the new model integrates both throughout the foundation experience, allowing students to develop visual literacy, design thinking, material exploration, and problem-solving skills through a more cohesive and progressive curriculum.

Contemporary design pedagogy increasingly emphasizes interdisciplinary learning, iterative processes, project-based inquiry, and the ability to move fluidly between image, object, space, and experience. An integrated sequence better reflects current creative practice while helping students make meaningful connections between formal design principles, conceptual development, and material application.

The revised curriculum creates a developmental pathway in which foundational competencies are introduced, reinforced, and assessed across multiple semesters. This structure provides clearer evidence of student growth in visual communication, design process, craftsmanship, critical thinking, and conceptual development, while strengthening portfolio review and programmatic assessment efforts.

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The integration of ART 1050 and ART 2350 was recommended during our 2024-25 NASAD accreditation review. The proposed Design I and Design II sequence aligns with NASAD expectations for foundation studies by providing students with integrated experiences in two- and three-dimensional design, visual organization, color theory, critical thinking, and problem-solving. The scaffolded structure supports NASAD's emphasis on a common foundation curriculum, progressive competency development, and the synthesis of knowledge across media while providing a stronger framework for documenting student achievement and continuous improvement

List all student learning outcomes for this course.

Upon successful completion of this course, students will be able to:

1. Integrate and apply two-dimensional and three-dimensional design principles, including color, form, scale, proportion, volume, mass, and space, to create sophisticated visual and spatial solutions.
2. Develop, evaluate, and refine design solutions through an iterative creative process that incorporates research, sketching, prototyping, critique, revision, and reflection.
3. Demonstrate advanced three-dimensional problem-solving skills by selecting and employing appropriate materials, techniques, and construction methods to communicate ideas effectively.
4. Produce well-crafted, conceptually driven projects that demonstrate technical proficiency, craftsmanship, and professional studio practices.
5. Apply design theories and methodologies to critically analyze and address complex visual and spatial challenges

List any units or content areas that will be required for all sections of this course.

Unit 1: Repetition, Volume, and Spatial Definition

Students explore foundational three-dimensional design concepts through studies of volume, mass, space, repetition, and material transformation. Emphasis is placed on studio safety, material competency, and the relationship between two-dimensional planning and three-dimensional construction. Through the creation of a modular cube structure using repeated found objects, students investigate positive and negative space, structural integrity, and systems of organization.

Unit 2: Line, Drawing, and Implied Volume

Students examine the relationship between drawing and sculpture by translating two-dimensional observations into three-dimensional linear forms. Through contour drawing, analytical observation, and wire construction, students explore line, proportion, structure, movement, and implied volume. The unit emphasizes how line can define form and space without relying on solid mass.

Unit 3: Additive and Subtractive Form

Students investigate contrasting approaches to form-making through additive and subtractive processes. Using a variety of materials and techniques, they explore construction, carving, mass, void, surface, and structural relationships while developing technical skills and craftsmanship. Comparative reflection encourages students to evaluate how materials and processes influence creative decision-making and design outcomes.

Unit 4: Space, Scale, Structure, and Human Experience

Students apply design principles to the creation of architectural and environmental models that consider human interaction with space. Through research, planning, diagramming, model-making, and material testing, students explore scale, circulation, structure, context, and spatial experience. Emphasis is placed on integrating two-dimensional design processes with three-dimensional spatial solutions.

Unit 5: Time, Movement, Balance, and Sequence

Students explore movement as a design element through the development of kinetic and balanced sculptural forms. Beginning

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with two-dimensional movement studies, students investigate sequence, rhythm, suspension, equilibrium, and viewer interaction before translating these concepts into dynamic three-dimensional structures. The unit emphasizes experimentation, structural testing, and the communication of motion through form.

Unit 6: Independent Integration

Students synthesize knowledge and skills acquired throughout the course in a self-directed capstone project. Through research, proposal development, prototyping, critique, revision, and final production, students identify and solve an original design problem using media and processes appropriate to their concept. The capstone emphasizes independent creative inquiry, integrative thinking, and the successful application of two-dimensional and three-dimensional design principles.

List any assignments, tests, or other assessments that will be required for all sections of this course.

1. Studio Safety and Material Competency Exercise
2. Volume, Mass, and Space Studies
3. Additive, Subtractive, and Manipulative Material Studies
4. Additive/Subtractive Comparative Reflection
5. Proposal and Process Documentation for Capstone Project
6. Project Critiques and Self-Evaluations
7. Final Capstone Presentation and Self-Analysis Essay

List any readings or other materials that will be required for all sections of this course.

none

List any course policies that will be required for all sections of this course.

Professionalism Policy: Students are expected to conduct themselves as emerging professionals by demonstrating preparedness, respectful engagement, constructive participation, and timely communication.

Professional Communication Policy: Students are expected to use professional standards in written, verbal, and digital communication, including email correspondence, presentations, networking activities, and interactions with guest speakers, clients, or community partners.

Attendance and Participation Policy: Because much of the course involves discussion, workshops, critiques, guest speakers, networking activities, and collaborative learning, regular attendance and active participation are expected.

Portfolio and Professional Materials Policy: Students are responsible for maintaining and revising professional materials throughout the semester, including portfolios, résumés/CVs, artist/designer statements, biographies, websites, and related career documents.

Academic Integrity and Ethical Practice Policy: Students must adhere to university academic integrity standards and demonstrate ethical professional conduct when using sources, preparing proposals, representing creative work, and utilizing AI or digital tools.

AI Use Policy: Because this course focuses on professional preparation, students may use AI tools when permitted by the instructor, provided such use is disclosed and does not replace original thinking, reflection, or authorship. Students remain responsible for the accuracy, originality, and ethical use of all submitted work.

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If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

n/a

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

n/a

Sample Syllabus

- [ART2350-Design-II.pdf](#)