Visual Communication Design Major Feasibility Study & Proposal 1

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Feasibility Study: Proposal & Application for Ramapo College B.A. Program in Visual Communication Design with Concentrations in: Graphic Design; Game Design and Immersive Media; and Motion and Interaction Design.

FEASIBILITY PHASE:

PART I: Objectives

The proposed Bachelor of Arts degree in Visual Communication Design will provide students with a deep understanding and working knowledge of the theories, skills, techniques, and practices rooted in the visual communication discipline. Common themes in the proposed major's coursework include human-centered design, critical and systems thinking, user experience, innovation, speculative and applied futures, and storytelling. The study of Visual Communication Design, particularly in a liberal arts context, means students are challenged to understand the world around them, to continuously self-reflect on "meaning" and "purpose" because they design, identify and solve problems, and create for others.

Ramapo College's Liberal Arts-based General Education curriculum, along with The School of Contemporary Arts interdisciplinary core requirement, will provide students with the foundation of a broad understanding and awareness of social challenges, ethics, and design for social innovation. The new Visual Communication Design Major will build on this foundation of academic excellence, allowing students to learn about the interconnectedness of disciplines and how to use their knowledge to communicate meaningful messages that inform, teach, and affect positive change. The major will provide learning environments and mentorship that provide the opportunity for students to develop deep content knowledge, and explore meaningful creative expression as described in the Ramapo College Strategic Plan of "Boldly Ascending". This will allow opportunities for meaningful civic engagement outside the college, and will promote a nurturing environment inside and outside the classroom. Visual communication is more than just making an appealing interface - it has at its core the idea of creating design that will produce a society of belonging, equity and inclusion. Additionally, the major as proposed, reflects the new Comprehensive Academic Plan. Specifically Objective 1a, "Advance a defined, shared academic experience for Ramapo students that is intentionally sequenced to move learning from exploration to integration and broad mastery of knowledge." 1b, Affirm our liberal arts mission by embedding experiences and knowledge that enact core values of interdisciplinary, intercultural, global, and experiential learning." and 2a, "Actively create curricular and co-curricular programs that develop and nurture inclusivity and an appreciation for the diversity of lived experiences, identities, and voices in our community." These tenants are not only present in the design of the major, but the commitment to them separates this program from others that may, at the surface, seem similar.

Foundational courses in the proposed Visual Communication Design major will challenge students to draw parallels between general education course knowledge (history, theory, sociology, psychology, ethics, and environmental studies, etc.) and visual communication studies. Concurrently, in their maker-based courses, students understand the importance and necessity of commitment to socially and ethically responsible practices in the discipline. Higher-level courses will develop and nurture critical thinking skills while seamlessly building on and expanding students' intellectual, practical, and technical skills as they identify and solve community-based design problems through human-centered design problems. These exercises provide students with practical experience, while forming connections between the college and local non-profit organizations, furthering the development and sustained relationship with the Community.

The major will be able to offer students a more robust program, with a diverse, interconnected and interdisciplinary program—consistent with the mission and vision of the College and The School of Contemporary Arts—that builds on

foundational

skills, allowing students to receive direct instruction, mentorship, and support for research and production in purpose-built spaces using resources that are tailored to the needs of contemporary design. These new curricular resources, along with better use of existing physical resources, will allow better exploration of important facets of contemporary design, including the ethics of product design, the creation, and distribution of human-centered design products.

It is often said that "good design is invisible." Most are unaware that everything–from the most mundane to the most innovative products, interfaces, and objects–people interact with is designed. Successful design requires an understanding, not only of the tools and technology of design, but with the theories and concepts that make a design successful and potentially socially meaningful. The proposed Visual Communication Design program does just that and teaches students how to function successfully in a rapidly evolving landscape and economy.

Student Learning Outcomes for the Major

1. Utilize design thinking principles to solve human-centered problems.
2. Utilize design principles in the ideation, development, and production of visual messages within a liberal arts context,
3. Apply historical and contemporary design concepts, principles, theories, and terminology used in the visual communication design discipline.
4. Master the professional tools and technologies used in the visual communication design discipline.
5. Apply ethnographic data to shape and define design problems.
6. Maintain a professional body of work that reflects the visual communicator's ethical, cultural, and social responsibilities.
7. Recognize and interpret diverse points of view.
8. Validate competencies in the development, analysis, and research of ideas that are reflective of an awareness/ perception of societal complexities with historical, cultural, political, global, economic and social insights.

SLOs delivered in courses

Course		1	2	3	4	5	6	7	8
110	Foundations VCD		X	X	X				
202	Fundamentals Int media	X	X	X	X		X	X	
213	Design Theory	X					X	X	
219	Idea Development	X		X		X	X	X	
224	Illustration			X		X	X	X	
225	Ethical Dilmmas in Design					X		X	
228	Evolution of Video Games					X		X	
237	Graphic Design	X	X	X			X	X	
260	Good and Evil In Design...	X					X	X	

261	Video Game Studies							X	X
263	Photo for Designers	X			X		X	X	
310	Apocalyptic Visions	X					x	X	
322	Web 1	X	X	X	X	X	x	X	X
327	Motion Graphics			X		X	x	X	X
339	Publication Design	X		X	X	X	x	X	X
354	Web 2	X	X	X		X	x	X	X
362	Interactive Animation		X				X	X	X
372	Packaging Design			X		X	X	X	X
372	Game Design	X	X	X	X	X	X	X	X
378	User Experience Design	X	X	X	X	X	X	X	X
404	Senior Capstone, VCD	X	X	X	X	X	X	X	X
405	Visual Identity Design	X		X	X	X	X	X	X

Intermediate Coursework

After fulfilling the school core requirements and the major's foundation courses, students take intermediate-level courses centered on experiential learning opportunities that build upon the theories, techniques, and critical thinking skills embedded at the foundational level. Through project-based work, they continue building on and expanding their technical, research, and observational skills to understand and solve their intended user's needs. They work individually and collaboratively, as both will serve their educational development and prepare them for the workforce. In its current state, the VCD Concentration has been building bridges across campus, notably literature, anthropology, computer science, business and sociology, to explore interdisciplinary ideas around human-centered design. Visual communication design has many of the same concerns as these fields, but approaches these concerns from a visual perspective, providing many opportunities for collaboration and interdisciplinary research opportunities for students.

Another critical component in students' growth as visual communicators is the introduction of "Systems Thinking" as a methodology of understanding the complexities involved in the design process and the ethical responsibilities of a designer. In his book, "The Fifth Discipline-The Art and Practice of the Learning Organization," MIT Professor, Dr. Peter Senge provides a clear and succinct definition of systems thinking: "A discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static 'snapshots.'[1] And systems thinking is a sensibility—for the subtle interconnectedness that gives living systems their unique character." The foundations of systems thinking (or systems design) is currently introduced in the Visual Communication

Design concentration's 100 and 200-level courses. In the proposed major, systems thinking will be expanded on at the intermediate and advanced levels.

At the intermediate level in the proposed major, students begin to identify, assess, and formulate their discipline-related interests, potential career paths, and optional post-graduate studies. Students will also declare one of three concentrations in the proposed Visual Communication Design major: Graphic Design, Game Design and Immersive Media, or Motion and Interaction Design. Their faculty advisors will work with and guide students toward a path that will lead to personal fulfillment and success in their post-Ramapo journeys.

At first glance, the names of current courses may mask the depth of the content. Each of the courses provides a lens through which students and faculty explore both practice and theory. Our faculty is committed to Ramapo's liberal arts mission of the College and School precisely because of its interdisciplinarity and human-centered foundation, which not only leads to more effective design, but design graduates who are able to adapt and evolve with the rapidly changing times. COMM-202, for instance, is titled "Foundations of Interactive Media". In other programs, this course might be centered on production tools, but at Ramapo there is heavy emphasis on the histories and theories of human-centered design.

Post-Graduation Options and Objectives

[1]*Senge, P. M. (2009). *The fifth discipline: The Art and Practice of the Learning Organisation*. Currency Doubleday.

We prioritize critical and creative thinking along with skills and techniques in our curriculum in every concentration, preparing students for a wide range of interdisciplinary careers and graduate study. Upon completion of the B.A. degree in Visual Communication Design, students will be qualified to pursue careers in a broad range of corporate, non-profit, education, healthcare, and pharmaceutical industries, to name just a few, as well as video and film production studios, game design manufacturing, global news and media organizations, broadcast networks, advertising agencies, and large and small design firms. Visual Communication Design is a crucial element in many careers, and provides competencies for many growing industries in New Jersey and across the nation. The faculty are deeply committed to delivering our major in a liberal arts environment, and believe it provides students with the broad education that will allow them to move between careers throughout their post graduate journey. It is said that the average American will change jobs many times in their career, and this is the future we hope to prepare students for. The job market is changing at a dizzying pace, and will produce new careers we cannot imagine, underscoring the need for an education that trains flexible designers with a broad base of technical and conceptual skills, and a good understanding of design's relationship to society at large.

Our Game Design and Immersive Media concentration, for example, prepares students for careers in the growing video game industry, but in other industries such as film, 3-D animation, front-end coding, gamification, motion design, and UI/UX design. The concepts and skills mastered in the proposed game design concentration are in demand in sectors such as finance, teaching and healthcare, and national defense among others.

Alumni that have graduated with a degree in Communication Arts and a concentration in Visual Communication Design have achieved many successes, working in the capacity of Creative Directors, Art Directors, UX Designers, Product Designers, Package Designers, Web and Experience Designers, and 2D and 3D Animators. They are employed in companies that include FOX News, NBC, The CW, Viacom International (HBO, MTV, VH1, CBS International, Nickelodeon, Comedy Central, BET, and Paramount Network. Agencies where graduates are employed include Satchi and Satchi Global, Harrison and Ford International, Omnicom, IPG, Johnson & Johnson Pharmaceuticals, Merck Pharmaceuticals, and corporations that include Apple, Google, Amazon, and Microsoft; Air BnB, Pandora Music, BuzzFeed, Gothamist, and People Magazine. See Appendix at for a partial list of graduates who are successfully employed in design and related fields.

Leandra Tejador and Jake Silverman are excellent examples of Visual Commuication alumni successes. Leandea is currently a Fellow and graduate student at MIT. Her prior successes include the co-founding of Vidcode, an organization that teaches girls and women around the world to code. Leandra was also on the "Forbes 30 under 30" list in 2017 for her role in founding Vidcode. Jake

Silverman, Creative Director at Digitas Health, a division of Gray Advertising, and his team won multiple gold, silver, and bronze awards at the 2023 London International Design Awards, Cannes LIONS Awards, and the Clio Awards for, "The Most Beautiful Sound." This multimedia project documents a new audio and video techology that enables cancer patients to hear and see their cancer cells dying in real time while they're receiving therapy.

The Visual Communication Design major will offer the following concentrations: Graphic Design; Game Design and Immersive Media; and Motion and Interaction Design.

The B.A. in the proposed Visual Communication Design major will require 60 credits that can be completed in four years for incoming freshmen and two years for transfer students. Ramapo College has articulation agreements in place for many colleges, and will update them as needed for the new major. For students from colleges where there is no articulation agreement, faculty have worked with transfer students to substitute their courses into our major. This has allowed hundreds of transfer students over the years to transfer an associate's degree and graduate with a bachelor's degree in two years.

Program's Impact on the College's Other Programs

The evolution of Visual Communication Design from concentration to major will complement the College's existing programs by offering innovative, contemporary curricula that align with professional practices in use today as well as the ability to speculate, plan, and design for the future. The Graphic Communication minor will remain in place for Ramapo students looking to diversify their knowledge and skills in this area. The minor's visibility will increase as the B.A. degree in Visual Communication's existence is made known to the public. In its current structure, the Visual Communication Design concentration and the Graphic Communication minor are virtually invisible to the outside world; they are not advertised or promoted, and information on the concentration is difficult to locate on the College's website. Based on conversations with current and prospective students, many have a difficult time finding the opportunities within the Communications Major, and indicate they learned of the Visual Communication Design concentration from other students, family, alumni, or from friends.

The proposed concentrations within the Visual Communication major will seek opportunities to collaborate with other disciplines, serve the local communities as explained in the Part 1 objectives, and identify collaborative opportunities with other disciplines throughout the college. The collaboration idea has been incubating for some time because our non-gen-ed course offerings attract many students from different schools and majors, and faculty from other schools have reached out to the Visual Communication Design faculty to discuss ways that we might work together. We have had discussions with faculty from the School of Humanities and Global studies around possible collaborations between VCD students and Creative Writing students to create an innovative digital publication that would include augmented reality, video (this could include Film students), and other multimedia to transform the existing Trillium journal into an immersive experience. We have also had discussions with faculty in the Management major to teach Motion Graphics as a management skill. We are currently in intensive discussions with the Visual Arts major to create micro credentials, clusters, and other structures that will allow students to explore ideas across disciplines.

We have also been in discussions with Provost Michael Middleton about supporting the digital humanities initiative, a possible minor in Game Studies, and being involved in future partnerships–specifically that with Bergen Community College's Lyndhurst location.

Shared Resources with Visual Arts

Our proposed Visual Communication Design major is currently working on an initiative to more effectively use resources and to share curriculum, equipment, space, and even faculty with the Visual Arts major.

In order to advance interdisciplinarity, we are exploring curricular similarities with the Visual Arts major to allow students to study across disciplines.We will be proposing a team-taught interdisciplinary (Visual Arts and Visual Communication Design) first year seminar, as a shared foundation course. Additionally, the faculty in both areas are proposing a shared two hundred level course that covers the tools and concepts required for both disciplines. Another goal is to reduce the 'siloing' of our majors so that students can change majors more easily, especially at the two hundred and three hundred level. Our new four year plans will add more Visual Arts course options alongside Visual Communication Design courses in required and elective categories. Additionally,

there are plans to create micro credentials open to majors and non-majors that will allow students to more effectively and thoughtfully use their free electives to create meaningful academic experiences, while also making these experiences more visible to potential employers.

For example, Visual Communication Design students with an interest in product design will have the option of taking the digital fabrication course and producing fabricated models for their portfolio. There will also be opportunities for our 3D packaging and 3D product design students to use the 3D printing lab in the Berrie Center.

Model for Innovative Collaboration

In the interest of fostering a more collaborative environment, The Visual Communication Design major's short-term plans include the creation of an interdisciplinary center for design research and innovation where Ramapo students, faculty, and staff from any discipline can learn from one another, collaborate on projects, test, and experiment with new ways of communicating. Although a college or university collaborative model is not a new concept, Ramapo College provides an avenue where students can apply what they learned in other disciplines to real human-centered challenges. An interdisciplinary center would enable students to coalesce their knowledge and understanding that systems are composed of a series of complex networks. The proposed center will foster collaborative opportunities and, whenever possible, serve the local community. This center, a STEAM Center with a mission of community engagement, will bring visibility and notoriety to the Visual Communication Design program, and promote Ramapo College's Mission. The Center will also provide opportunities for financial contributions to the program and College as it would be eligible for grant funding.

The tools and methods that would be used to facilitate our objectives include virtual, augmented, and mixed reality, traditional and digital game creation, storytelling. And, other forms of expressive media will be used to reveal and address human-centered needs. With these new topical course offerings, we expect to attract more students from outside Ramapo College's immediate region, which would potentially boost enrollment.

We have already begun an investment in improving the technology needs of our concentration in preparation for the transition to a major. The school has recently made a major investment in outfitting the computers in H123, updating our Virtual Reality program, buying new tablets and media devices for the students. This was done because of studies of our program's student retention and admissions data. And even minor investments have paid dividends: each new investment in the program has caused a sharp uptick in enrollment and a higher standard of student work and understanding. Until enrollments increase, the current funding model for the VCD Concentration will support the VCD Major, and maintenance will be required to sustain the technological needs of the program. As either a concentration or major, future investments will be needed to maintain technology and innovation.

Long term plans include the creation of spaces in collaboration with other departments to serve as a hub for technological innovation and interdisciplinary collaboration that is overseen by Visual Communication. We can leverage existing plans with Computer Science, ASB and Visual Arts to truly extend across campus.

There are a number of existing spaces that can be utilized for the center for design research, especially once visual communication design and visual arts resources are combined. There are also open rooms for use in both H wing and C wing. With this center we can create a center for student engagement and lay the groundwork for a technology lab with a future in 3d printing, VR, shared interdisciplinary artistic works.

As we are building a potential partnership with Bergen COunty Community College, the expansion onto the Lyndhurst Campus will provide access and build enrollment pipelines into Ramapo College, specifically into VCD.

Programmatic Need

Student Demand

In a Qualtrics survey conducted in the Fall of 2021, 70 percent of student respondents from the Visual Communication Design concentration said they would "Definitely yes" or "Probably yes" prefer to graduate with a major in Visual Communication as opposed to a Communication Arts major with a concentration in Visual Communication Design. A majority of students also indicated that the Visual Communication major would successfully facilitate them in fulfilling their career and creative goals.

When polled on which of the newly proposed concentrations they would likely choose, students chose concentrations in the following order:*

1. Graphic Design (Would include studies in Graphic Design, Web Design, UX/UI Design, Design for Social Innovation, 3D Design, Package Design): ‡

2. Motion and Interaction Design (Would include studies in Graphic Design, Web Design, UX/UI Design, Game Design, Interactive Animation, Immersive Media, Motion Graphics, and Motion Graphics 2): ‡

3. Game Design and Immersive Media (Would include studies in Graphic Design, Interactive Animation, Immersive Media, UX/UI, Motion Graphics):

‡ Interaction Design and Motion Graphics and Branding and Identity Design

*Note that students have no knowledge of the newly proposed Visual Communication course content at this point in time

Following up on the above data, students in the survey requested more classes in all of the above fields with Graphic Design [general Visual Communication Design], UI/UX Design, and Game Design most popular. These preferences were further validated at the end of the survey when students were given the opportunity to write in course requests. The courses listed in the previous sentence were frequently mentioned.

When asked if students believed a Visual Communication major would help them further their goals, students answered 'Definitely Yes' and 'Probably Yes.'

Career Outlook and Description

Technology and design in the twenty-first century evolves at a blistering pace, and so the design discipline must frequently transform and redefine itself to meet the needs of an on-demand, information-based world. The skills and tools adopted by graphic designers change more quickly than the creation of statistical analyses that measure the role, title, and career outlook for designers. The data always lags behind the real-time demands of the profession. That said, we do know that Interaction design-based methods of visual communication are currently rising at an unprecedented rate. Our program will prepare students for existing design jobs, and because of our liberal-arts foundation, for jobs that do not yet exist.

The career outlook for general design jobs is between 3 to 5 percent, depending on the source. The Bureau of Labor Statistics (BLS) predicts that design jobs will grow 3 percent in the next eight years. However, we believe this prediction underestimates job growth. As the BLS points out, design jobs have always been and continue to be plentiful. As baby boomers retire, more opportunities open up. Location is a large factor in successfully finding a position in the design profession. The region where one resides is also a factor on job demand, and the New York Metropolitan area, as discussed below, has always offered numerous opportunities. Lastly, new job titles, as is the case with game and interactive design, will continue to crop up as technology changes. The popularity of the gaming market as well as the web presence of most every business, government, educational, consumer, non profit agency and corporation throughout the world has a presence on the web as well as other forms of digital media.https://www.mordorintelligence.com/industry-reports/global-gaming-market

In the past two decades, traditional graphic design has been redefined to meet the needs of the 21st century. And, as digital technology continues to evolve at warp speed, so do the demands of the visual communication design profession. Today's designer is expected to possess a wide range of skills including, but not limited to, 2D and 3D modeling and design, 3D printing, digital fabrication, digital laser printing, motion design, publication design, human-centered design, user experience and user

interface design, qualitative and quantitative research, data parsing, front-end coding, web design, app building, and design psychology. Designers must also possess the knowledge and ability to design for immersive media experiences, AI, AR, diverse cultures, and concurrently uphold the ethical standards of their discipline.

Another indication of a discipline reset includes new job titles. What once was known as a "graphic designer" (and some jobs are still listed under that moniker), can often be listed as one of the following positions: UI (User Interface Designer), UX (User Experience Designer), App Designer, Design Researcher, Product Designer, Information Designer, 3D Designer, Web Designer, Game Designer, Interaction Designer, Animator, 2D and 3D Designer, Motion Graphics, Front End Design, Instructional Designer, and Learning Experience Designer. *

*Job Outlook for Graphic Designers (2016). Retrieved from https://job-outlook.careerplanner.com/Graphic-Designers.cfm

Employment Outlook for Designers and Pandemic-Related Reset

Since its inception in 1914, The AIGA (American Graphic Art Association) has set the global standard for design innovation, trends, scholarship, education, employment, skills, and new technologies. Their research and data analyses culminate in a yearly publication, Design Point of View (POV) Research Initiative, last published in 2021.*

Based on POV's data, researchers concluded that employed designers with one to nine years experience fared significantly better during the pandemic than those with more than ten years experience. Furthermore, the newer designers' skill sets and job titles were reflective of newer visual media delivery modes that included virtual and augmented reality, user experience and interaction design, AR/VR design, AI/algorithm design, service design, and data science. Additionally, many of the newer respondents worked in industries that included technology, software, government, and insurance. In contrast, the mature, more seasoned designers were experts in foundational design (typography, print, packaging, and photography). These statistics reaffirmed that our efforts to methodically "futurize" the Visual Communication curriculum based on current and future modes of visual communication is a step in the right direction.*

*AIGA Design POV Research Initiative: 2021 | Full Report | (2021). P17. Retrieved from www. AIGA.org/DesignPOV

Employment and Proximity

Next to California and the State of Washington, the New York metropolitan area has one of the largest and most vibrant interactive and design communities in the United States.* As such, it's rife with career opportunities for talented (new and seasoned) designers. A large number of Visual Communication Design students live within commuting distance of New York. Those who live in central New Jersey have opportunities in the many industries located in that part of the state. Many of our alumni have found employment in their field in the global healthcare industries as these organizations all operate large, internal Communication and Design departments. These corporations include global firms such as Johnson & Johnson, Pfizer, Hoffman LaRoche, Regeneron, Novartis, Merck, and others. In close proximity to these healthcare organizations are many branches of global healthcare advertising agencies that continue to employ many of our alumni. These agencies include McCann Health Global, Ogilvy CommonHealth Worldwide, Omnicom Group Worldwide, (BBDO), and there are many other opportunities for design interns and designers within the New York metro area.

*Florida, R. (2015) America's Leading Design Cities. Retrieved from Bloomberg.com.

Faculty Professional, Scholarly, and Academic Affiliations

The Visual Communication Design concentration has forged relationships with the mayor's office in New York City and Columbia University. Faculty member Lawrence Mascia serves on the New York City Mayor's board for technology grants. This relationship, as well as faculty ties to "Columbia DSL," Columbia University's think-tank for speculative futures, gives us access to experts in design innovation and experimental technologies used throughout the university. These connections provide us with the ability to consult experts in our disciplines, conduct research, and gather the latest information on trends, new technologies, and the employment outlook in the visual communication design discipline. In addition to others, these relationships inform our vision for the future of the Visual Communication major.

The New York City Mayor's Technology Grants* Board, a bellwether for emerging technologies, has increased budgeting by 25 percent to meet the current demands for both grants and funding for Interactive, VR/AR and Game Design. Additionally, the Mayor's Technology Grants Board is implementing new programs in design innovation technologies as job growth in these areas is expanding. The lost revenue from the movie industry has opened up an unprecedented boom period where businesses are being offered large starting grants and new projects are being brought into New York City from major companies in the industry. The Technology Grants Board members, who include respected experts in the tech industries, expect their initiative to position New York City and surrounding areas as major players to compete with industry in Los Angeles, Boston and Atlanta, as well as merge a large talent pool within the tri-state area.

* Retrieved from *https://fund.cityofnewyork.us/*

Employment Landscape in the Design Discipline

Due to the booming demands of our digital age, there are a variety of design positions within the interaction, animation, film, television, web, mobile technology, and video game industries.

In 2022, we continue to see an increase in digital technologies – increasing demand for more professional design in social media posts, websites, and digital interfaces in technology driven devices, etc. The need for designers with current skills (UX/UI, game, animation, service design, and immersive design, etc.) will continue to grow. The adoption of these programs by major educational institutions across the U.S. with large student enrollment and retention rates is also very telling.

According to the BLS, multimedia artists and animators (which include digital media designers) earned a median annual wage of $63,970 and a median hourly wage of $30.76.

According to the BLS, in 2020, the median annual wage for graphic designers was $53,380. This statistic includes all areas of the country. In contrast, entry level visual communication design-related positions in New Jersey was, on average, $59,140 a year.*

*Bureau of Labor Statistics. Retrieved from
https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm#:~:text=Employment%20of%20graphic%20designers%20is,on%20average%2C%20over%20the%20decade

Since 2020, the gaming industry has continued to grow at an exponential rate. According to a recent Research and Markets (February, 2022), "*The gaming market was valued at USD 173.70 billion in 2021, and it is expected to reach a value of USD 314.40 billion by 2027, registering a CAGR (compound annual growth rate) of 9.64% over 2022-2027. Due to nationwide lockdowns implemented because of the COVID-19 pandemic, some people turned to game platforms to pass the time. Due to nationwide lockdowns implemented because of the COVID-19 pandemic, people stay at home, and some turn to game platforms to pass the time. Thus, these platforms attracted hundreds and thousands of new visitors to online traffic. Recently, video gaming trends experienced a massive surge in players and revenue.*"*
*Gaming Market - Growth, Trends, COVID-19 Impact, and Forecast, 2022 - 2027. (3/2022). Retrieved from *https://bit.ly/34WUbyZ*

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Salaries for Entry Level Graphic Design-Related Positions:*
New Jersey: $59,140 a year

Entry Level Game Designing Job Salaries (0-1 Years):

Game Designer: $60,131
Lead Game Designer: $77,303

Yearly and Hourly Wages for Game Designers in New Jersey:

Entry Level: $44 per hour

Experienced (Two or more years of experience): $91,310 per year

*Gaming Market - Growth, Trends, COVID-19 Impact, and Forecast, 2022 - 2027. (3/2022). Retrieved from *https://bit.ly/34WUbyZ*

Entry level design-related job titles and positions include the following:

2D and 3D Designer (Graphic Design): Skills required include print design, publication design, package design, branding, social media, web design, digital fabrication, 3D prototype assembly, 3D product modeling, 3D printing, multicultural awareness, storytelling, and writing.

Web Designer: Skills required include graphic design, mobile, desktop, front-end coding, prototyping, human-centered design theory, design psychology, design ethics, multicultural awareness, idea development, and writing.

Entry level design-related job titles and positions, continued

Employment Landscape: Entry Level Positions in Design Discipline

Game Designer: Skills required include mobile and desktop interface design, coding, new and emerging technologies (augmented reality, virtual reality, extended reality, immersive media, etc.), UI design, multicultural awareness, storytelling, and writing.

Interaction Designer: Skills required include graphic design, game design, interaction design, interactive animation, motion graphics, multicultural awareness, and writing (augmented reality, virtual reality, extended reality, immersive media, etc.), storytelling, and UI design.

Motion/Animation Designer: Skills required include motion graphics, 3D animation, video editing, character rigging, AR/VR, compositing, interaction design, typography, graphic design, and storytelling.

Production Designer: Skills required include graphic design, print design, application skills, production practices, drawing, and layout, interpersonal communication, and writing.

UI/UX Designer: Skills required include graphic design, human-centered design theory, design psychology, design ethics, multicultural awareness, idea development, user experience, game design, design ethnography, qualitative and quantitative research methods, testing, usability practices, app design, web design, production, new and emerging technologies (augmented reality, virtual reality), storytelling, data analysis, and writing.

UX Researcher: Skills required include graphic design, design research, writing, data analysis, human-centered design theory, design psychology, design ethics, multicultural training.
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Instructional Designer: Skills required include graphic design, interaction design, game design, game theory, human-centered design theory, design psychology, design ethics, and multicultural awareness.

PART II

Relationship to College's Mission

The B.A. in Visual Communication aligns with Ramapo College's mission by providing students with an interdisciplinary and experiential learning environment within the context of the core values of the liberal arts. Additionally, the content of the coursework lends itself to the inclusion of diverse voices, experiences, and identities as so many of the theoretical problems students encounter are based on the world around them. Coursework will provide students with a strong foundation for a lifetime of achievement and prepare students to be successful leaders in their fields.

We are committed to following the principles outlined below::

- Engage students by utilizing hands-on, interactive, and collaborative learning approaches
  in the classroom
- Embolden students to develop a distinctive voice and perspective
- Encourage students to think about and adhere to ethical practices in their discipline
- Challenge students to think critically about design and its relationship with the people who use it, and the society in which it
  exists
- Create a vibrant design community that is curious, open, inclusive, respectful, culturally aware,
  and sustainable

Alignment with College's Strategic Plan

While most aligned with Goal One and Two, the BA Degree in Visual Communication Design supports all three goals of Ramapo
College's Strategic Plan, Boldly Ascending.

Most specifically:

Achieve academic excellence and student success through the advancement of intercultural, global, and interdisciplinary education,
experiential learning, and individualized student-centered resources.

Objectives:

a. Provide learning environments and opportunities that encourage the development of deep content knowledge that leads to
discerning engagement in work and in the world.

b. Increase high-impact practices that promote creative expression, scholarly research, and applied learning.

c. Grow service opportunities and civic engagement to explore personal identities and diversity, and make a positive
societal impact locally, regionally, and internationally. d. Strengthen our culture of mentorship through integrated and
individualized support systems and resources that help students succeed.

As articulated above, there are direct links between the purpose of the program and the specific objectives built formally into the
curriculum.

Notably, the Major would also support Goal Two in meaningful and specific ways are articulated in the document above:

Foster a diverse, empathetic, and vibrant community that inspires a culture of inclusivity, accountability, and collaboration.

Objectives:

a. Prioritize personal well-being by promoting healthy practices and environments.

b. Advance a culture of belonging, equity, inclusion, and trust by embracing diversity, access, and accountability.

c. Promote an environment that elevates voices, examines structures of power and privilege, and creates justice-oriented actions and solutions.

d. Develop future leaders who gain self-awareness, mentor others, and emerge as change agents.

e. Foster school pride by building relationships and partnerships, amplifying creative collaboration, and enhancing community engagement.

The Major as proposed was developed with the ideals of Agile Stewardship connecting most specifically to Objectives a and c.

a. Drive institutional distinction through student and alumni satisfaction and success, faculty scholarship, thought leadership, national and international collaborations, and organizational expertise.

c. Secure long-term fiscal sustainability through the entrepreneurial management and development of resources at every level.

Relationship to the School of Contemporary Arts Mission

"The School of Contemporary Arts provides an understanding of the established traditions in the Visual Arts, Performing Arts, and Communication Arts while simultaneously preparing students to embrace new means of expression. The School, which is inherently interdisciplinary in its structure and its goals, recognizes the interconnectedness of the arts in contemporary society, and encourages students to develop and communicate ideas in multiple media. Excellent instruction in the visual, communication, theatrical, and musical arts takes place in small studio, lab, seminar, and discussion settings, as well as through activities outside the classroom environment. Practical experience, public presentation, and reflection are integrated into the educational process in many ways, such as through Internships and Cooperative learning assignments, play production, musical performance and recording, visual arts production and exhibition, and the production and viewing of video, film, and design."

As presented, the Visual Communication B.A. program is fully aligned with the School of Contemporary Arts mission by providing students with an understanding of the established traditions while simultaneously preparing students to embrace new means of expression. comprehensive understanding of Visual Communication. The coursework is interdisciplinary and encourages students to communicate their ideas across a diverse and innovative blend of new media platforms.

The public presentation of design is integrated into the curriculum and culminates in a student festival at MEDIA COLLISION; the end of year showcase of student design work. The program's goal is for students to leave Ramapo with the skills to create exceptional work in design and technology related media. Upon graduation, students will further their education or enter the workforce as informed, articulate, critical thinkers, creators, innovators, ethicists, and socially responsible citizens.

Comparable Programs in State and Neighboring States

There are a number of institutions in New Jersey and the surrounding areas that offer a B.A. and/or a B.F.A Visual Communication Design, Graphic Design, Advertising Design, Game Design, or Web Design program. And while there are inherently some similarities, the current VCD Faculty have determined that no program provides both the depth of content and contextual knowledge while successfully exposing students to opportunities for individual and collaborative work, skill building, and critical thinking as they all apply to the discipline.

Below are a list of comparable programs:†

† Note that comparable programs include BA and BFA degree programs. BFA degrees are offered in institutions with 3 credit courses. The only exception is the BFA program at College of New Jersey (see below) whose 4 credit curriculum is similar to Ramapo's structure and requirement of 128 total credits.

The New School: B.F.A, Design and Technology

https://www.newschool.edu/parsons/bfa-design-technology/

NYU Game Center: B.A., Game Design

https://gamecenter.nyu.edu/

Fairleigh Dickinson University Florham Park: B.A., Graphic Design

https://www.fdu.edu/academics/colleges-schools/becton/arts/graphic-design/

Kean University- B.F.A., Graphic Design

https://www.kean.edu/academics/programs/graphic-design

B.F.A., Interactive Advertising (Kean University Robert Busch School of Design)

https://www.kean.edu/academics/programs/advertising

Kent State University. B.A. and B.F.A. (Located in the School of Visual Communication Design which is in the College of Communication and Information)

Montclair State University: B.F.A., Visual Communication Design

https://www.montclair.edu/academics/visual-communication-design/

Rutgers University. BFA in Design (Located in the Mason Gross School of the Art's Department of Art & Design)

https://www.masongross.rutgers.edu/degrees-programs/art-design/programs/bfa/

The College of New Jersey: B.F.A., Visual Arts, Graphic Design specialization (Restructured in 2022 to create a NASAD approved B.F.A. degree. The Graphic Design specialization was previously a B.A. degree in Visual Communication and now is a specialization within the Visual Arts major (https://art.tcnj.edu/academics/bfa-majors/visual-arts-major/)

The College of New Jersey: Design and Creative Technology Department (New as of 2022), Interactive Multimedia Major - https://dct.tcnj.edu/

The College of New Jersey: Minor in Graphic Design https://dct.tcnj.edu/program/graphic-design-minor/

William Paterson University: B.F.A., Graphic and Interactive Design (Department of Art)
https://academiccatalog.wpunj.edu/preview_program.php?catoid=3&poid=304&returnto=130

Minor in Visual Communication (Department of Communication)
https://www.wpunj.edu/coac/departments/communication/undergraduate/minors/

Competitor Analysis

As reflected in the program names at other schools in the New York metropolitan area, the major or concentration previously known as Graphic Design appears to go by many different names. The inconsistencies in nomenclature also reflect the changing nature and evolution of the design discipline as it is intrinsically reflective of the world we live in. New areas of design continuously arise which explains the proliferation of new job titles and skills. Design programs and post graduate disciplines also require new and flexible skill sets. All of the colleges in the area, especially those with a pedigree and high value have either shifted or are exploring new course offerings to align with the ever-evolving field of design. Most programs researched contain at least a 25 percent focus on courses that include web and interactive design, motion graphics, branding, advertising design, and 2D and 3D design. Few, if any, schools in the tri-state area offer an innovative and comprehensive game design concentration within a liberal arts framework.

In 2023, we are in strong competition with programs offered at Kean University and Montclair State University. Although our curriculum is more reflective of contemporary pedagogy, their classrooms, labs, and lounge areas are far more impressive than our space at Ramapo. The Visual Communication Design concentration is spread throughout the campus with no central focus. The labs used by the concentration are old with an odd room configuration where students sit at their workstations with their backs facing the front of the room. The furniture is mismatched, and outdated, and there are very few electrical outlets students can use to charge tablets, laptops, and cell phones. There are also dozens of tangled cords in labs, broken chairs, and a broken HVAC system. The lighting is antiquated and harsh in both labs. Design students need precise lighting to learn color correction and balancing levels. Our finishing room, C112, presents itself as a junk storage area with old, dented, mismatched furniture, old computers, scratched metal file cabinets, and no windows, heat, or air conditioning.

In contrast, Montclair State University has clean, modern, spacious classrooms and production labs with clean, modular furniture. They have a centralized, modern lounge area where students congregate. They also have a large exhibit area that continuously exhibits design student work.

Kean University's design program is on its own floor in The Robert Busch School of Design, a modern, nine-story structure completed in 2014. The classrooms and labs in this building are spacious and designed with ergonomically sound and comfortable modern furniture that complements the interior structure. The interior and exterior elements of the building, from the windows, lighting, and comfortable furniture to the progressive classroom technology, echo the aesthetic of the disciplines housed in this building. Several course offerings are outdated compared to Ramapo's Visual Communication concentration—however, their program's modern, comfortable space appeals to prospective students

and parents. Ironically, the Visual Communication Design concentration attracts Kean University transfers from time to time.

Proposed Major: Strengths

The proposed Visual Communication Design major would continue to offer a B.A. degree but also enable students the flexibility to gain experience in multiple sub-areas of visual communication design to broaden their knowledge and skillset by taking courses outside their major that offer students a menu of curricular choices. Students pursuing a B.A. can also pursue a double major. For more focused students who wish to pursue a more design-centric, advanced degree, we could expand offerings into an M.A. (or a 4+1) in Interaction Design, Visual Communication, Game Design, or Motion Design. Because of its location, Ramapo is uniquely poised to offer a cohesive, high-tech, socially responsible major within a liberal arts setting. The new proposed major will offer incoming students an innovative, flexible curriculum unavailable to competing institutions.

Long-Term Goals

As mentioned above, our long-term goals include the creation of a 4+1 MA in Interaction and Game Design. Additionally, we will propose the creation of an interdisciplinary Center for Design Innovation. The purpose of this center is to engage faculty, students, and a diverse group of community members in learning human-centered design skills, offering free community workshops. This initiative would also include pro bono projects, seeking solutions to small challenges, and teaching community members how to build small [1] apps and games.

Program's Anticipated Enrollment from Launch to Optimal Level

Expected enrollment at launch would be +/- 70 students, and would be expected to range from 70-75 for one full admission cycle.

Expected enrollment in the first year +/- 82, approximately a 10% increase in enrollment

Optimal enrollment pending resources would be +/- 100, or 25 new students each year at RCNJ and potentially an additional cohort of 25-35 students at BCCC in Lyndhurst.

Additional Resources Needed for the First Five Years

With planned computer upgrades already in progress, we are able to deliver the curriculum at present and for the near future. As with all programs that rely on technology, the program requires that the labs and computer classroom be maintained, and periodically upgraded. As the program enrollment grows, we will need to ensure resources are available. Towards the end of the first five years we will need:

AR/VR/Immersive Media and Game Lab

● A dedicated studio space for research and instruction in newer technologies is needed. Based on field research, a proposed dedicated space outfitted for movement and motion tracking to simulate virtual experiences is necessary [1] identified during field research.
● 10-12 dedicated Windows-based workstations outfitted for gaming and also used for testing and research. The proposed addition of Windows-based workstations will be used to train students in Maya, web design, 3D motion, motion design, 3D modeling, and VR projects, all of which will perform faster and more efficiently on Windows-based equipment. ● The proposed Windows workstations will also house older game systems so students can experience interactivity and user

experience from a historical perspective. Gamification is studied and used in ethnographic studies, psychology, sociology, anthropology, and education disciplines. This modular "game" space will foster cross-discipline collaboration and grant-seeking opportunities. The space would also encourage community between students and faculty. ● The proposed space would house two to three solid-state vintage gaming consoles to deconstruct and explore as cultural artifacts. This endeavor will enable faculty to do more research and observation to advance studies in gamification further. ● The lab will also seek to gain partnerships with local industry, and non-profit organizations [2]

Multi-Use Innovation Lab/Room/Exhibition Space
● The innovation and interdisciplinary lab would be home to a modular area for ideation, collaboration, testing, design sprints, and prototyping creation and testing. The room will have floor-to-ceiling whiteboard panels on at least two walls.

Print and Production Studio
In order to house additional technological and production-related needs, space is needed to provide adequate space for 12-15 students to work simultaneously, house a large format printer with 30 to 40 inch wide footprint, a small 3D printer, small digital fabricator and related supplies, an adequately ventilated space, running water (or a room close to water), storage supplies, and production and assembly tables. (Note that some elements might require ventilation pursuant to HEPA requirements).

Additional Faculty Lines
We are currently in the process of hiring a new faculty member. This person will teach animation and design courses and will teach 50% in Visual Communication Design and 50% in Visual Arts. This hire is seen as in investment in Visual Communication Design in its current state as a Concentration, but will benefit the new major. This will allow us to better staff our existing courses with a full-time faculty member rather than relying on adjuncts. As the program continues to grow, we would look to add another full-time faculty line with skills and expertise in areas such as augmented reality, online content design and packaging and print work.

Degree Requirements
RAMAPO COLLEGE B.A. PROGRAM IN VISUAL COMMUNICATION CURRICULUM

VISUAL COMMUNICATION MAJOR REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS (2021-2022) (10)

REQUIRED – CRWT 102 - CRITICAL READING AND WRITING II
SELECT ONE – INTD 101 - FIRST YEAR SEMINAR OR
HNRS 101 - HONORS FIRST YEAR SEMINAR *
SELECT ONE – AIID 201 - STUDIES IN THE ARTS & HUMANITIES OR (W)
HNRS 201 - HONORS STUDIES IN THE ARTS & HUMANITIES *
SELECT ONE – SOSC 110 - SOCIAL SCIENCE INQUIRY OR (W)
HNRS 110 - HONORS SOCIAL SCIENCE INQUIRY *
SELECT ONE – (W) HISTORICAL PERSPECTIVES CATEGORY
SELECT ONE – (W) GLOBAL AWARENESS CATEGORY *
SELECT ONE – QUANTITATIVE REASONING CATEGORY
SELECT ONE – SCIENTIFIC REASONING CATEGORY

SELECT TWO – DISTRIBUTION CATEGORY (One course must be outside of school)

Culture and Creativity | Systems, Sustainability, and Society | Values and Ethics

* Students in the College Honors Program must take the HNRS course options.

Course Requirements of all Visual Communication Design Majors

(Must be in a discipline outside of student's major)

CA INTERDISCIPLINARY COURSES: SELECT ONE

(Must be in a discipline outside of student's major)

ARHT 301 - AMERICAN ART SINCE 1940

ARHT 305 - AFRICA AND CINEMA

ARHT 311 - AMERICAN PHOTOGRAPHY AND VISUAL CULTURE

ARHT 322 - AMERICAN ART I: CONTACT TO 1865

ARHT 325 - AMERICAN ART: 1865-1945

ARHT 335 - 19TH CENTURY EUROPEAN ART & DESIGN

ARHT 337 - PHOTOGRAPHY AND AFRICA

ARHT 338 - EUROPEAN AVANT- GARDE ART & DESIGN

ARHT 340 - PERFORMANCE AND ART

ARHT 341 - IMPRESSIONISM AND AFTER

ARHT 345 - CONTEMPORARY GLOBAL ART SINCE 2000

ARTS 331 - ART AS THERAPY

CNTP 466 - ISSUES IN CONTEMPORARY THEATER

COMM 302 - CONTEMPORARY CRITICISM: FILM

COMM 310 - APOCALYPTIC VISIONS IN ANIME, FILM & MEDIA

COMM 317 - MEDIA AND PERSUASION

COMM 334 - BEYOND THE EDITING ROOM: HISTORY AND AESTHETICS OF FILM EDITING

COMM 341 - TV NOIR AND AMERICAN CULTURE

COMM 343 - CINEMA OF THE OTHER

COMM 355 - NEW HOLLYWOOD CINEMA: 1968-1980 AND THE STUDIO SYSTEM

COMM 357 - GLOBAL INDIAN CULTURE & MEDIA

COMM 363 - MEDIA & CULTURE IN LATIN AMERICA

COMM 367 - AMERICAN INDEPENDENT CINEMA

COMM 373 - NEW YORK AS A LATINO CITYSCAPE

COMM 377 - GLOBAL MULTICULTURAL MEDIA ISSUES

COMM 383 - THEORY AND PRACTICE OF HEALTH COMMUNICATION

MUSI 309 - MUSIC AND GENDER

MUSI 313 - MUSIC ONLINE

MUSI 325 - WRITING ABOUT MUSIC

MUSI 335 - AVANT GARDE AND EXPERIMENTAL MUSIC

MUSI 336 - POP MUSIC STUDIES

MUSI 352 - MUSICAL IDENTITIES AND CULTURE

MUSI 365 - CONTEMPORARY PERSPECTIVES ON MUSIC

MUSI 370 - MUSIC SCENES

THEA 321 - BLACK EXPERIENCE THROUGH THEATER

THEA 328 - CONTEMPORARY WOMEN PLAYWRIGHTS

THEA 331 - THEATER & SOCIETY 1950-1960

THEA 334 - THEATER & SOCIETY 1960-1975

THEA 341 - FASHION AND POLITICS

THEA 365 - THEATER, FILM AND CULTURE IN MODERN JAPAN

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VISUAL COMMUNICATION MAJOR REQUIREMENTS (60 credits)

THERE ARE THREE CONCENTRATIONS IN THE VISUAL COMMUNICATION MAJOR:

- **Graphic Design**
- **Game Design and Immersive Media**
- **Motion and Interaction Design**

Courses Required for all Visual Communication Majors
FOUNDATION DESIGN COURSE REQUIREMENTS (5 courses)

COMM 110 - FOUNDATIONS OF VISUAL COMMUNICATION DESIGN

COMM 202 - FUNDAMENTALS OF INTERACTIVE MEDIA

COMM 237 - GRAPHIC DESIGN

COMM 239 - TYPOGRAPHY

COMM 263 - PHOTOGRAPHY FOR DESIGNERS or ARTS 207 DIGITAL PHOTOGRAPHY

HISTORY/THEORY/CRITICISM COURSE REQUIREMENTS (Select one)

COMM 219 - IDEA DEVELOPMENT

COMM 213 - DESIGN THEORY AND CRITICISM

COMM 225 - ETHICAL DILEMMAS IN DESIGN

HISTORY/THEORY/CRITICISM 200-300 LEVEL COURSE REQUIREMENTS (Select one)

COMM 228 - EVOLUTION OF VIDEO GAMES

COMM 234 - INTERCULTURAL COMMUNICATION

COMM 260 - GOOD & EVIL IN DESIGN, FILM & MEDIA

COMM 2X - MEDIA LITERACY

COMM 261 - INTRO TO VIDEO GAME STUDIES

COMM 310 - APOCALYPTIC VISIONS IN ANIME, FILM & MEDIA

COMM 317 - MEDIA AND PERSUASION

ARTH 200 OR 300 LEVEL COURSE

CAPSTONE VISUAL COMMUNICATION COURSE REQUIREMENT (Select one)

COMM 404 - SENIOR CAPSTONE: VISUAL COMMUNICATION
COMM 405 - VISUAL IDENTITY DESIGN (Course cannot double count)

CO-OP/INTERNSHIP COURSE REQUIREMENT (1 course)

CNTP 388 - CO-OP/INTERNSHIP CONTEMPORARY ARTS (2-4 credits required)

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VISUAL COMMUNICATION MAJOR CONCENTRATION REQUIREMENTS

GRAPHIC DESIGN CONCENTRATION

COMMUNICATION FOUNDATION

COMM 110 - FOUNDATIONS OF VISUAL COMMUNICATION DESIGN

FOUNDATION DESIGN COURSE REQUIREMENTS (Five courses)

COMM 202 - FUNDAMENTALS OF INTERACTIVE MEDIA
COMM 237 - GRAPHIC DESIGN
COMM 239 - TYPOGRAPHY
COMM 263 - PHOTOGRAPHY FOR DESIGNERS or ARTS 207 DIGITAL PHOTOGRAPHY

HISTORY/THEORY COURSE REQUIREMENT (Select one)

COMM 219 - IDEA DEVELOPMENT
COMM 213 - DESIGN THEORY AND CRITICISM
COMM 225 - ETHICAL DILEMMAS IN DESIGN

HISTORY/THEORY/CRITICISM 200-300 LEVEL COURSE REQUIREMENT (Select one)

COMM 228 - EVOLUTION OF VIDEO GAMES
COMM 234 - INTERCULTURAL COMMUNICATION
COMM 260 - GOOD & EVIL IN DESIGN, FILM & MEDIA
COMM 261 - INTRO TO VIDEO GAME STUDIES
COMM 310 - APOCALYPTIC VISIONS IN ANIME, FILM & MEDIA
COMM 317 - MEDIA AND PERSUASION
ARTH 200 OR 300 LEVEL COURSE

GRAPHIC DESIGN CREATIVE PRODUCTION AND APPLICATION (Five courses)

COMM 219 - IDEA DEVELOPMENT
COMM 372 - PACKAGING DESIGN
COMM 322 - WEB DESIGN
COMM 339 - PUBLICATION DESIGN
COMM 405 - VISUAL IDENTITY or COMM 3XX - 3D DESIGN (To be proposed)

VISUAL COMMUNICATION ELECTIVES (Select one or more for a total of 15 courses in major. Alternately, consider doing a five credit minor)

COMM 219 - IDEA DEVELOPMENT
COMM 213 - DESIGN THEORY AND CRITICISM
COMM 228 - EVOLUTION OF VIDEO GAMES
COMM 260 - GOOD & EVIL IN DESIGN, FILM & MEDIA
COMM 261 - INTRO TO VIDEO GAME STUDIES
ARTS 2X - 3D COMPUTING
ARTS 305 - DIGITAL DRAWING & PAINTING
ARTS 340 - NARRATIVE DRAWING AND PAINTING
COMM 303 - WRITING FOR SOCIAL MEDIA
COMM 318 - GLOBAL COMMUNICATION CAMPAIGNS
COMM 327 - MOTION GRAPHICS
COMM XXX - MOTION GRAPHICS 2 (To be developed)
COMM 354 - WEB DESIGN 2
COMM 378 - USER EXPERIENCE DESIGN
COMM 3XX - 3D DESIGN AND MODELING (To be developed)
COMM 362 - INTERACTIVE ANIMATION DESIGN
COMM 374 - GAME DESIGN
COMM 378 - USER EXPERIENCE DESIGN
COMM 405 - VISUAL IDENTITY DESIGN (Course cannot double count)
FILM 218 - FUNDAMENTALS OF DIGITAL FILMMAKING
FILM 217 - DIGITAL POSTPRODUCTION
FILM 206 - FUNDAMENTALS OF AUDIO

CAPSTONE VISUAL COMMUNICATION COURSE REQUIREMENT (Select one)

COMM 404 - SENIOR CAPSTONE: VISUAL COMMUNICATION
COMM 405 - VISUAL IDENTITY DESIGN (Course cannot double count)

CO-OP/INTERNSHIP COURSE REQUIREMENT

CNTP 388 - CO-OP/INTERNSHIP CONTEMPORARY ARTS (2-4 credits needed)

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VISUAL COMMUNICATION MAJOR CONCENTRATION REQUIREMENTS

GAME DESIGN CONCENTRATION

COMMUNICATION INTERDISCIPLINARY FOUNDATION

COMM 110 - FOUNDATIONS OF VISUAL COMMUNICATION DESIGN

FOUNDATION DESIGN COURSE REQUIREMENTS (Five courses)

COMM 202 - FUNDAMENTALS OF INTERACTIVE MEDIA
COMM 237 - GRAPHIC DESIGN
COMM 239 - TYPOGRAPHY
COMM 263 - PHOTOGRAPHY FOR DESIGNERS OR ARTS 207 DIGITAL PHOTOGRAPHY
COMMXX - TO BE DETERMINED (filmmaking course or drawing course?

HISTORY/THEORY COURSE REQUIREMENT (Select one)

COMM 219 - IDEA DEVELOPMENT
COMM 213 - DESIGN THEORY AND CRITICISM
COMM 225 - ETHICAL DILEMMAS IN DESIGN

HISTORY/THEORY/CRITICISM 200-300 LEVEL COURSE REQUIREMENT (Select one)

COMM 228 - EVOLUTION OF VIDEO GAMES
COMM 234 - INTERCULTURAL COMMUNICATION
COMM 260 - GOOD & EVIL IN DESIGN, FILM & MEDIA
COMM 261 - INTRO TO VIDEO GAME STUDIES
COMM 310 - APOCALYPTIC VISIONS IN ANIME, FILM & MEDIA
COMM 317 - MEDIA AND PERSUASION

GAME DESIGN AND IMMERSIVE MEDIA, CREATIVE PRODUCTION AND APPLICATION (Five courses)

COMM 322 - WEB DESIGN
COMM2XX INTRO TO VIDEO GAME DESIGN (to be created)

COMM 374 - GAME DESIGN

COMM 3XX - GAME DESIGN 2 (To be proposed)

COMM 378 - USER EXPERIENCE DESIGN

VISUAL COMMUNICATION ELECTIVES (Select one or more for a total of 15 courses in major. Alternately, consider doing a five credit minor)

COMM 219 - IDEA DEVELOPMENT

COMM 213 - DESIGN THEORY AND CRITICISM

COMM 228 - EVOLUTION OF VIDEO GAMES

COMM 260 - GOOD & EVIL IN DESIGN, FILM & MEDIA

COMM 261 - INTRO TO VIDEO GAME STUDIES

ARTS 305 - DIGITAL DRAWING & PAINTING

ARTS 340 - NARRATIVE DRAWING AND PAINTING

COMM 303 - WRITING FOR SOCIAL MEDIA

COMM 318 - GLOBAL COMMUNICATION CAMPAIGNS

COMM 327 - MOTION GRAPHICS

COMM XXX - MOTION GRAPHICS 2 (To be developed)

COMM 354 - WEB DESIGN 2

COMM 378 - USER EXPERIENCE DESIGN

COMM 3XX - 3D DESIGN AND MODELING (To be developed)

COMM 362 - INTERACTIVE ANIMATION DESIGN

COMM 374 - GAME DESIGN

COMM 378 - USER EXPERIENCE DESIGN

COMM 405 - VISUAL IDENTITY DESIGN (Course cannot double count)

FILM 218 - FUNDAMENTALS OF DIGITAL FILMMAKING

FILM 217 - DIGITAL POSTPRODUCTION

FILM 206 - FUNDAMENTALS OF AUDIO

CAPSTONE VISUAL COMMUNICATION COURSE REQUIREMENT (Select one)

COMM 404 - SENIOR CAPSTONE: VISUAL COMMUNICATION

COMM 405 - VISUAL IDENTITY DESIGN (Course cannot double count)

CO-OP/INTERNSHIP COURSE REQUIREMENT

CNTP 388 - CO-OP/INTERNSHIP CONTEMPORARY ARTS (2-4 credits needed)

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VISUAL COMMUNICATION MAJOR CONCENTRATION REQUIREMENTS

MOTION AND INTERACTION DESIGN CONCENTRATION

COMMUNICATION INTERDISCIPLINARY FOUNDATION

COMM 110 - FOUNDATIONS OF VISUAL COMMUNICATION DESIGN

FOUNDATION DESIGN COURSE REQUIREMENTS (Five courses)

COMM 202 - FUNDAMENTALS OF INTERACTIVE MEDIA

COMM 237 - GRAPHIC DESIGN

COMM 239 - TYPOGRAPHY

COMM 263 - PHOTOGRAPHY FOR DESIGNERS OR ARTS 207 DIGITAL PHOTOGRAPHY

COMMXX - TO BE DETERMINED (filmmaking course or drawing course)

HISTORY/THEORY COURSE REQUIREMENT (Select one)

COMM 219 - IDEA DEVELOPMENT

COMM 213 - DESIGN THEORY AND CRITICISM

COMM 225 - ETHICAL DILEMMAS IN DESIGN

HISTORY/THEORY/CRITICISM 200-300 LEVEL COURSE REQUIREMENT (Select one)

COMM 228 - EVOLUTION OF VIDEO GAMES

COMM 234 - INTERCULTURAL COMMUNICATION

COMM 260 - GOOD & EVIL IN DESIGN, FILM & MEDIA

COMM 261 - INTRO TO VIDEO GAME STUDIES

COMM 310 - APOCALYPTIC VISIONS IN ANIME, FILM & MEDIA

COMM 317 - MEDIA AND PERSUASION

MOTION AND INTERACTION DESIGN, CREATIVE PRODUCTION AND APPLICATION (Five courses)

COMM 327 - MOTION GRAPHICS

COMM 327 - MOTION GRAPHICS 2

ARTS 2XX-- 3D ANIMATION

CHOOSE THREE FROM THE FOLLOWING CREATIVE PRODUCTION COURSE SELECTIONS:

COMM 219 - IDEA DEVELOPMENT (Can't double count)

COMM 322 - WEB DESIGN

COMM 362 - INTERACTIVE ANIMATION DESIGN

COMM 374 - GAME DESIGN

COMM 378 - USER EXPERIENCE DESIGN

VISUAL COMMUNICATION ELECTIVES (Select one or more for total of 15 courses in major. Alternately, consider doing a five credit minor)

COMM 219 - IDEA DEVELOPMENT

COMM 213 - DESIGN THEORY AND CRITICISM

COMM 228 - EVOLUTION OF VIDEO GAMES

COMM 260 - GOOD & EVIL IN DESIGN, FILM & MEDIA

COMM 261 - INTRO TO VIDEO GAME STUDIES

COMM 267 - FUNDAMENTALS OF PUBLIC RELATIONS

ARTS 305 - DIGITAL DRAWING & PAINTING

ARTS 340 - NARRATIVE DRAWING AND PAINTING

COMM 303 - WRITING FOR SOCIAL MEDIA

COMM 318 - GLOBAL COMMUNICATION CAMPAIGNS

COMM 327 - MOTION GRAPHICS

COMM XXX - MOTION GRAPHICS 2 (To be developed)

COMM 354 - WEB DESIGN 2

COMM 378 - USER EXPERIENCE DESIGN

COMM 3XX - 3D DESIGN AND MODELING (To be developed)

COMM 362 - INTERACTIVE ANIMATION DESIGN

COMM 374 - GAME DESIGN

COMM 378 - USER EXPERIENCE DESIGN

COMM 405 - VISUAL IDENTITY DESIGN (Course cannot double count)

FILM 218 - FUNDAMENTALS OF DIGITAL FILMMAKING

FILM 217 - DIGITAL POSTPRODUCTION

FILM 206 - FUNDAMENTALS OF AUDIO

CAPSTONE VISUAL COMMUNICATION COURSE REQUIREMENT (Select one)

COMM 404 - SENIOR CAPSTONE: VISUAL COMMUNICATION

COMM 405 - VISUAL IDENTITY DESIGN (Course cannot double count)

CO-OP/INTERNSHIP COURSE REQUIREMENT

CNTP 388 - CO-OP/INTERNSHIP CONTEMPORARY ARTS (2-4 credits needed)

VISUAL COMMUNICATION MAJOR RECOMMENDED FOUR-YEAR PLANS

Note that the major's prefix will change. *Alternative to electives: Consider doing a five course minor in another discipline*

GRAPHIC DESIGN CONCENTRATION REQUIREMENTS

First Year						
Fall Semester	**HRS**	**√**	**Spring Semester**	**HRS**	**√**
GenEd/School Core: CNTP 101-FYT	4		COMM 237-Graphic Design	4	
GenEd: CRWT 102-Critical R & W II	4		COMM 202-Fund of Interactive Media	4	
GenEd Distribution: Culture & Creativity	4		GenEd: SOSC 110-Soc. Science Inquiry	4	
COMM 110-Foundations of Visual Comm	4		GenEd: Quantitative Reasoning	4	
Total	16		Total	16	

Second Year						
Fall Semester	**HRS**	**√**	**Spring Semester**	**HRS**	**√**
COMM 239 Typography	4		GenEd Historical Perspectives	4	
COMM 263 Photography For Designers	4		COMM 219 Idea Development	4	
GenEd: Studies in Arts and Humanities	4		COMM 322 Web Design	4	
VC History/Theory/Criticism Requirement	4		COMM 339 Publication Design	4	
Total	16		Total	16	

Third Year					
Fall Semester	**HRS**	**✓**	**Spring Semester**	**HRS**	**✓**
				4	
GenEd: Global Awareness	**4**		CA School Core (outside major)	**4**	
GenEd Dist. Category: SSS or V&E	**4**		HTC Course Level 200-300	**4**	
Visual Communication Elective	**4**		COMM 372 Packaging Design	**4**	
COMM 204 Media Literacy	**4**		**Elective**	**4**	
Total: 16			Total: 16	**4**	

Fourth Year					
Fall Semester	HRS	✓	Spring Semester	HRS	✓
GenEd: Scientific Reasoning	4		Vis Comm Major: Senior Capstone	4	
COMM 405 Visual Identity Design	4		COMM 327 Motion Graphics	4	
CNTP 388: Co-Op/Internship in CA	4		Elective	4	
Elective	4		Elective	4	
Total:	16		Total:	16	

VISUAL COMMUNICATION MAJOR RECOMMENDED FOUR-YEAR PLANS

GAME DESIGN AND IMMERSIVE MEDIA CONCENTRATION REQUIREMENTS

Note that the major's prefix will change. *Alternative to electives: Consider doing a five course minor in another discipline*

First Year					
Fall Semester	HRS	✓	Spring Semester	HRS	✓
GenEd/School Core: CNTP 101-FYT	4		COMM 202-Fund of Interactive Media	4	
GenEd: CRWT 102-Critical R & W II	4		GenEd: SOSC 110-Soc. Science Inquiry	4	
GenEd Distribution: Culture & Creativity	4		COMM 219 - Idea Development	4	
COMM 110-Foundations of Visual Comm	4		COMM 237-Graphic Design	4	
Total:	16		Total:	16	

Second Year					
Fall Semester	HRS	✓	Spring Semester	HRS	✓
COMM 239 Typography	4		GenEd Historical Perspectives	4	
COMM 263 Photography For Designers	4		COMM 374 Game Design	4	
GenEd: Studies in Arts and Humanities	4		COMM 322 Web Design	4	
VC History/Theory/Criticism Requirement	4		COMM 378 User Experience Design		
Total	16		Total	16	

Third Year					
Fall Semester	**HRS**	**✓**	**Spring Semester**	**HRS**	**✓**
GenEd: Global Awareness	4		CA School Core (outside major)	4	
GenEd Distribution Category: SSS or V&E	4		History/Theory/Criticism Course Level 200-300	4	
Elective	4		Elective	4	
COMM 327 Motion Graphics	4		COMM 204 Media Literacy	4	
Total	16		Total	16	

Fourth Year					
Fall Semester	**HRS**	**✓**	**Spring Semester**	**HRS**	**✓**
GenEd: Scientific Reasoning	4		Vis Comm Major: Senior Capstone	4	
COMM 354 Web Design 2	4		COMM 3XX Game Design 2	4	
CNTP 388: Co-Op/Internship in Contemporary Arts	4		Elective	4	
Elective	4		Elective	4	
Total	16		Total	16	

VISUAL COMMUNICATION MAJOR RECOMMENDED FOUR-YEAR PLANS

Note that the major's prefix will change. *Alternative to electives: Consider doing a five course minor in another discipline*

MOTION AND INTERACTION DESIGN CONCENTRATION REQUIREMENTS

First Year					
Fall Semester	**HRS**	**✓**	**Spring Semester**	**HRS**	**✓**
GenEd/School Core: CNTP 101-FYT	4		COMM 237-Graphic Design	4	
GenEd: CRWT 102-Critical R & W II	4		COMM 202-Fund of Interactive Media	4	
GenEd Distribution: Culture & Creativity	4		GenEd: SOSC 110-Soc. Science Inquiry	4	
COMM 110-Foundations of Visual Comm	4		GenEd: Quantitative Reasoning	4	
Total	16		Total	16	

Second Year					
Fall Semester	**HRS**	**✓**	**Spring Semester**	**HRS**	**✓**
COMM 239 Typography	4		GenEd Historical Perspectives	4	
COMM 263 Photography For Designers	4		COMM 219 Idea Development	4	
GenEd: Studies in Arts and Humanities	4		VC History/Theory/Criticism	4	
COMM 322 Web Design	4		COMM 327 Motion Graphics	4	
Total	16		Total	16	

Third Year						
Fall Semester	**HRS**	**√**	**Spring Semester**	**HRS**	**√**
GenEd: Global Awareness	4		CA School Core (outside major)	4	
GenEd Distribution Category: SSS or V&E	4		History/Theory/Criticism 200-300	4	
Elective	4		COMM 378 User Experience Design	4	
COMM XXX Motion Graphics 2	4		COMM 204 Media Literacy Total: 16	4	
Total	16		Total	16	

Fourth Year						
Fall Semester	**HRS**	**√**	**Spring Semester**	**HRS**	**√**
GenEd: Scientific Reasoning	4		Vis Comm Major: Senior Capstone	4	
COMM 354 Web Design 2	4		COMM 3XX Game Design 2	4	
CNTP 388: Co-Op/Internship in CA	4		Elective	4	
Elective	4		Elective	4	
Total	16		Total	16	

Elective 4 Elective 4 Total: 16 Total: 16

APPENDIX

Visual Communication Design alumni employment: Examples of students' post graduation

accomplishments as of September, 2022

Julia Sims ('22')
Jr. Graphic Designer
Active Minds, Inc., Washington, DC

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Kaitlyn Gerritsen ('21)

Graphic Designer
Free People
Lifestyle Design Company, NYC

Alyssa Issacs ('21)
Junior Graphic Designer
Villa & House Bungalow 5
 Design Firm, NYC

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Kelly Belsito ('21)
Senior Graphic Designer
Big Happy Media, NYC

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Isabella Ayvaz ('20)
Digital Content Manager
HS Ad, North America
LG Corp's In-House Agency
Englewood Cliffs, New Jersey

Emilie Gosselin ('20)
Account Manager
at MATTIO Communications (PR Firm)
Brooklyn, New York
No. 190 on the 2021 Inc. 5000 List, with Three-Year Revenue Growth of 2,243%

Noah Marshall ('20)
Graphic Designer
Avison Young Real Estate
Toronto, ON

Hailey Meyer ('20)
Graphic Designer
The Vitamin Shoppe Corp., Secaucus, NJ

Marisa Rodriguez ('20)
Graphic Designer
NPG Health Worldwide
Morristown, New Jersey

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Kevin Edwards ('19)
Digital Content Administrator
Todd Snyder Agency, NYC

Olivia Mendez ('19')
Brand Designer
Second Melody
Full Service Brand Design Company, Chester, NJ

Hayley Rausch ('19)
Graphic Design Manager
Kalo, Inc. Agency, Lincoln Pk, NJ

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Leah Martocci ('18)
Graphic Designer
The S3,
Full Service Ad Agency, Boonton, NJ
Previous: Graphic Designer, Trillium Brewing Company,Canton, MA

Jillian L Tabaka ('18)
Senior Graphic Designer
Nicklaus Marketing & PR, Saddle Brook, NJ

Carlie Viemann ('18)
Art Director
Biolumina (Omnichannel global healthcare agency), NYC

Amanda Vigdor ('18)
Associate Art Director at Formerly Known As
Full Service agency, NYC

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Natalie Ciampi ('17)
Senior Graphic Designer
FGI Industries, Ltd, Scottsdale, AZ.

Renan Schffer ('17)
Lead Motion Graphics & Multimedia Designer
Nickelodeon International, NYC

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Caitlin Bloomer ('15)
Director, Web Design and Development
ANN Inc. (Ann Taylor, LOFT, Lou & Grey

Alex Dimicco ('15)
Advertising Manager, Lead Designer
Look North (digital strategy and marketing agency–tech and IT)
Red Bank, NJ

Kyle Klitch ('15)
Senior Art Director
FCBCURE, an IPG Health Company, Tampa, FL

Amy Lando ('15)
Director of Product Design
Shearwater Health (HCCA Health Connections)
Global Healthcare Corp., Nashville, TN

Jessica Minzzer ('15)
Senior Designer
Trillion Creative (full service marketing and advertising agency)
Summit, NJ

Jake Stephens ('15)
Director of Project Management
Calcium Agency, Philadelphia, PA

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Nicole Alverez Mirra ('14)
Director of Design
Surfside Creative
Tech marketing and communications agency, NYC

Rachael Viscusi ('14)
Associate Creative Director
Digitas Health
Global Healthcare Agency, Brooklyn, New York
Previous: Jr. Art Director, Harrison and Star Global Health, NYC

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Matthew Giuliari ('13)
Senior UX Designer
Amazon Corp., Seattle, WA

Previous: Interaction Designer, Intentional Futures, Seattle, WA

Laura Moazamian (Vigliarolo) ('13)
Associate Creative Director at Area 23
(Med Ad News named AREA 23 "Agency of the Year," and "Most Creative Agency")
Previous: Graphic Designer at Harrison and Star Global Health, NY

Jake Silverman ('13)
Creative Director
Digitas Health International, NYC
Previous: Senior Art Director at Havas International, Healthcare agency

Awards: Jake and his creative team won the following awards in 2023:

- London International Awards: four Gold statue and one Silver statue at the for "The Most Beautiful Sound."
- Cannes Lions International Festival of Creativity, Cannes, France: One Gold and one Bronze award for "The Most Beautiful Sound."
- CLIO Awards, Hollywood, CA: One Bronze statue, one Silver statue , and two Gold statues for "The Most Beautiful Sound."

Derek Mikitik ('13)
Visual Designer

McCann Torre Lazur, NYC

Leandra Tejador ('13)
Listed in the Forbes 30 under 30 for 2020
Fellow, Integrated Design and Management Program
Massachusetts Institute of Technology, Cambridge, MA
Co-founder | Chief Product Officer (2016)
Vidcode, NYC

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Kristenelle Coronado-Kaiser ('12)
Senior Experience Designer
Airbnb, Seattle, WA
Previous: Interaction Designer, Intentional Futures, Seattle, WA

Jake Stephens ('12)
Senior Project Manager, UX
Klick (Advertisig Agency), Philadelphia, PA

Lauren Ver Hage ('12)
Chief Design Officer
The Financial Diet, NYC

Vincent Van Zile ('12)
Senior Art Director at GIOVATTO Advertising, Sussex, New Jersey

David Walker ('12)
Product Design Manager
Centerfield, Inc. Full service, Marketing and Advertising Agency
Los Angeles, CA

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Jeff Gluck ('10)
Co-Founder and CEO
Paycove (invoice automation and payment collection service)
Previous: Sr. Interactive Designer, KOUNTERATTACK Digital Agency, NYC

Laura Sly ('10)
Senior UX Designer
Google, San Francisco, CA

Alan Mooiman ('10)
Front End Developer at E*TRADE Financial
Portland, OR
AMooiman@gmail.com

Christine Harrigan ('09)
Experience Designer
360i Creative Agency, NYC

Erica Lim ('09)
Senior Campaign Specialist
Mashable, NY

Gregory Tapper ('09)
Senior VFX Artist
Blizzard Entertainment, Austin, TX
Previously: Senior VFX Artist at ArtCraft Entertainment, NY
MFA, School of Visual Arts '13

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Jonathan Pawson ('07)
Senior Motion Graphic Designer
ABC News, NYC

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Sam Astigarraga ('06)
VP, Creative Director
Area 23 (IPG Health Network Company), NYC
(Med Ad News named AREA 23 "Agency of the Year," and "Most Creative Agency")
2018 Cannes Bronze award winner (TV Spot, Integrated Pharma), Unbranded Campaign of the Year
PM36z
Previous: Group Design Supervisor at Harrison and Star Global Health, NY

Megan (Megan Sheehan) Mitchell ('06)
Interaction Designer (1.5 years)
Google, NYC
Previous: Senior Interactive Art Director, Cupertino, California (7 years)

Ed Pirone ('06)
Director, User Experience
Prompt Therapy Solutions Inc.

Aaron Seltzer ('06)
Senior Graphic Designer/Motion Designer
KIRO TV: Cox Media Group, Seattle, WA