



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Grossmont-Cuyamaca Community College District Articulation Agreement

High School Course	Credits	College Course	Units
Digital Arts 5, 6 (T255, T256)	10.0	GD 110 Graphic Design Principles	3.0
High school(s): Granite Hills High School		College: Cuyamaca College	

Course Prerequisites

B or higher in GD 105

Recommended Preparation

None

College Course Description

Explores the fundamental concepts of graphic design and visual communication. Basic concepts, principles and elements of design are reinforced through creative problem solving. Text and visual elements such as photos and illustrations are integrated to create appropriate and aesthetic solutions to print graphics problems. Students will investigate career options and begin portfolio development.

Required Content for Articulation

1. Introduction to concepts and practices of graphic design
2. Introduction of portfolio development for graphic design
3. Development of image and layout skills in print graphics
4. Use of photos and illustration in visual communications
5. Use of elements of two-dimensional design in layout and logo development
6. Introduction to typography (terms, structure, hierarchy, and use in various layouts)
7. Design and production of a range of graphic design solutions
8. Use of digital and traditional tools of design
9. Verbal skill development related to graphic design
10. Portfolio development and presentation practices

Required Competencies (SLOs) for Articulation

Students having successfully completed this course will exit with the following skills, competencies and/or knowledge:

1. Basic understanding of the relationship of graphic designer to client and meeting the needs of clients.
2. Awareness of the various design forms required by business (i.e., logos, posters, advertisements, packaging, etc.).

3. Use design elements and principles to create aesthetic compositions.
4. Apply creative problem-solving techniques to develop aesthetic and functional solutions to graphic design problems.
5. Apply the design process utilizing thumbnail sketches, roughs and comprehensive layouts.
6. Use traditional tools such as knives, rulers and adhesives.
7. Choose and efficiently use computer software appropriate for a specific task.
8. Understanding and use of the copyright law in selecting images to be used in design projects.
9. Begin a graphic design portfolio.

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

1. Identify and use appropriate type families, styles, weights, and sizes for use in various design projects.
2. Evaluate effective design solutions using the elements of art and principles of design.
3. Apply the design process of thumbnails, roughs, comps and final design, in problem solving assignments.
4. Select the correct software (vector or raster image) for each assignment and use the format and file size best suited for the final design.

Assessment Methods

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system. Assessments may include the following:

1. Discussions that measure students' ability to use design terminology and explain design and technology concepts.
2. Authentic assessment that measure students' ability to use computer applications to solve real-life graphic design problems.
3. Exercises that demonstrate effective visual problem-solving techniques based on criteria specified by the instructor.
4. Exercises that require skillful use of hardware and software applications and include the use of scanning or digital photography.
5. Critiques that require students to analyze and discuss successful design solutions.
6. Critiques that require students to verbalize and apply feedback to improve work based on criteria specified by the instructor.
7. Exercises that require students to use hands on techniques to create presentations for print graphics.

Texts and other supporting materials (software, etc.)

None

Criteria for Course Articulation

- 1. High school and college teachers attend articulation meetings to determine curriculum alignment and articulation competency rubric.
- 2. Student must pass high school course with a grade of "B" or higher for **BOTH semesters** of the high school course and have mastered course competencies as identified in the articulation competency rubric.

Agreement was based on Statewide Career Pathways Project Template: Yes _____ No X

Articulation meeting held: **November 6, 2019**

Effective date: **December 2019**

Expiration date: **December 2022**

High School Signatures

College Signatures

Heather Rust 1/14/2020
 Teacher Date

[Signature] 04/25/20
 Instructor/Division Chair, Cuyamaca College Date

Heather Rust
 Teacher (print name)

Tom Bugzavich
 Instructor/Division Chair (print name)

[Signature]
 Principal Date

[Signature] 5.11.2020
 Dean of Career Education, Cuyamaca College Date

Michael Fowler
 Principal (print name)

Larry McLemore
 Dean of Career Education (print name)

GHHS (Granite)
 High School