Developing a New Technology Curriculum in Visual/Graphic Communications
Thoughts in preparation for 15 March, 2002 teleconference — PEN-International and College of St. Benilde (CSB), Manila. (Prof. Ken Hoffmann)

1. Determine the needs of the industry — local, regional, national — in the priority of importance.
   a. What will be the recruitment and job placement territories for the college?
   b. Identify industry organizations which have appropriate industry data.
   c. Identify industry trends and projections for the use of technology in the next decade
   d. What segment of the visual communications industry has the greatest employment needs/projections?
      - Print (publications, packaging, general commercial, advertisement, etc.)
      - Media (interactive CD/DVD, presentations, etc.)
      - WWW
   e. What kinds of careers have the greatest employment needs/projections:
      - Creative, design
      - Technical, production
      - Management

2. Determine skill sets to meet industry needs
   a. What skill sets are common to all segments of the industry?
   b. What skill sets are common to the different career categories?
   c. What skill sets are specific to either an industry segment or to a career category?
   d. Be certain to be forward-looking. Think in terms of what the industry will need 3-5 years from now after the program gets established and the first graduates enter the job market.

3. Determine the focus of the college program based on industry needs, projected enrollment, budgetary restraints, resources. No college program can “do it all”.

4. Determine pre-requisite knowledge and skills to perform the skill sets
   a. What is the technological state of the industry? How much of design and production is computer based?
   b. Course sequencing is somewhat critical and advanced courses will need appropriate pre-requisites

5. Develop program courses based on skill sets and technical knowledge needed for career entry and advancement.
   a. Review the comparable curriculum from other colleges
   b. Determine if the program will have more than one career path option, even within the specific kind of career. (e.g. a technical program may have several exit options)
   b. Determine what program content is required of all students and what will be based on student’s individual aptitude and career interests

6. Determine the basic entry level skills for the curriculum.
   a. Establish minimum language, mathematics, general knowledge levels
   b. In U.S., most programs assume little or no graphics knowledge prior to enrollment in technical programs. Artistic skills are normally pre-requisite for creative graphics programs.