|  |  |
| --- | --- |
| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

|  |  |
| --- | --- |
| Katherine Baker 2/15/2022 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Temma Balducci 2/16/2022 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Warren Johnson 2/23/2022  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/7/2022 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Carl M. Cates 3/2/2022 **College Dean** | Alan Utter 4/25/2022  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Mindy Fulcher, Dept. of Art + Design, mfulcher@astate.edu, 870-761-2121

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2022, Bulletin Year 2022-2023

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | DIGI |
| **Number\*** |  | 6333 |
| **Title**  (include a short title that’s 30 characters or fewer) |  | Game Design and Development |
| **Description\*\*** |  | Introduction to the process and tools used in game asset creation, including 3D modeling and 2D sprite design. |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **No Are there any prerequisites?** 
   1. If yes, which ones?
   2. Why or why not?

Enter text...

1. **YES** Is this course restricted to a specific major?
   1. If yes, which major? Masters of Science in Applied Digital Technology
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

N/A

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture and lab

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. NO Is this course dual-listed (undergraduate/graduate)?
2. YES Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

ISBA 6333

**b.** – YES Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. YES Is this course in support of a new program?

a. If yes, what program?

Masters of Science in Applied Digital Technology

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Module 1: Intro to Krita and Unity**

* Install and utilize Krita for 2D art creation using brushes and layers

**Module 2: Creating Tile Sets in Krita**

* Create a single tile in Krita for 2D platformer game
* Create a tile set for game enviroment
* Utilize your tile set to create a simple 2D level in Unity
* Discuss your experience with good level design in a 2D video game

**Module 3: Animating a Character in Krita**

* Create and animate a 2D character using Krita
* Import a sprite sheet into Unity
* Utilize Unity's Animator to set up a walking character animation
* Discuss art approaches in popular 2D and 3D games

**Module 4: Intro to Blender**

* Install and Open Blender to create basic 3D forms
* Apply 2D work from previous module

**Module 5: Designing a 3D Game Level in Blender**

* Model a level layout in Blender using greyboxing techniques
* Advanced modeling practices
* Discuss your experience with good level design in a 3D video game

**Module 6: Modeling a Simple Character in Blender**

* Model a character in Blender
* Model smaller objects in refined detail
* Discuss good character design in 2D and 3D games

**Module 7: Unity Game Engine**

This week, we will take what we have created and put it into Unity! We will work on importing our 3D assets and creating a player controller so we can move around our level.

* Import 3D assets and level design into Unity
* Import character and small objects into Unity
* Create a player controller
* Showcase 3D scene to peers

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Hardware: Mac or PC computer, 3 button mouse for modeling

Unity, Krita, Blender

1. **Department staffing and classroom/lab resources**

Enter text...

1. Will this require additional faculty, supplies, etc.?

Instructor/Adjunct, new hire through Neil Griffin College of Business

1. NO Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The recent emergence of hybrid jobs has necessitated the need for workers to have a broad collection of skills encompassing business, data analytics, and familiarity with design/digital technologies. The number of hybrid jobs are expected to increase as businesses adapt to the changing environment accelerated by COVID. Such hybrid jobs are on averaging paying 20-40% higher salaries compared to their traditional counterparts who cannot work across diverse disciplines and domains.   
  
Representative high-growth hybrid jobs include:   
Data Scientist - 46% Projected Occupation Growth next 10 years   
Product Manager - 26.6% Projected Occupation Growth next 10 years   
Marketing Manager - 24.4% Projected Occupation Growth next 10 years   
Business Intelligence Developer – 10% Projected Occupation Growth next 10 years   
  
The Digital Technology learned within the Game and App Design Emphasis provides students with a core education in Digital Technology combined with foundational programming logic. These skills develop students into creative problem solvers who also possess the necessary software skills to make an impact in a variety of Digital Technology fields.  
We feel that there is a growing interest among students to learn about Game and App Design to become qualified for new careers within this emerging industry. We believe that this content would fit well within the Digital Technology and Design degree and attract new students to the University. This new concentration area will provide students with more advanced knowledge, skills, and portfolios in the field of Game and Application Design. By providing students with the ability to specialize in a specific area of Digital Technology, we will develop stronger graduates who are better prepared for the career field.   
  
Academic Partnerships provided the following marketing data in support of this change:  
**A-State: MS Applied Digital Technology (Game and App Design) needs assessment and marketing data provided by Academic Partnerships in support of this addition.**   
- Animation conferrals decreased by -4% in the region from 1,300 in 2014 to 1,248 in 2018.   
- Employment for Animation related occupations in the region is projected to grow 16% from 2018 to 2028.   
- In the last 12 months, 144 Game Design related job openings were posted in the region.   
- Top 5 employers: Sinclair Broadcast Group, Nexstar Broadcasting Group, Content Titan, First Tennessee Bank, Kirkland's Incorporated.  
  
**A-State: MS Applied Digital Technology (Mobile Application Design)**   
- Mobile App Design conferrals increased by 48% in the region from 2,394 in 2014 to 3,542 in 2018.   
- Employment for Mobile App Design related occupations in the region is projected to grow 39% from 2018 to 2028.   
- In the last 12 months, 2,737 Mobile App related job openings were posted in the region.   
- Top 5 employers: National Geospatial Intelligence Agency NGA, Anthem Blue Cross, J.B. Hunt Transport, Inc., Ascension Health, AutoZone Auto Parts.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Art + Design’s mission: The Department of Art + Design is dedicated to the creative, aesthetic and cultural development of visual art students that builds upon a well-rounded liberal arts education. This course adds to this mission.

c. Student population served.

Students in the Masters of Science in Applied Digital Technology

d. Rationale for the level of the course (lower, upper, or graduate).

This is a graduate level course therefore a 6000 level is appropriate.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

• **SWBAT apply a working knowledge of digital design to create a portfolio.**

• **SWABT apply the technical and aesthetic skills required of a digital designer (within area of concentration).**

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | **SWBAT apply a working knowledge of digital design to create a portfolio.** |
| Assessment Measure | Yearly Portfolio Review by instructors within student’s specific concentration area |
| Assessment  Timetable | After Spring Term |
| Who is responsible for assessing and reporting on the results? | Mindy Fulcher/Shelley Gipson |

|  |  |
| --- | --- |
| **Program-Level Outcome 2 (from question #19)** | **SWABT apply the technical and aesthetic skills required of a digital designer (within area of concentration).** |
| Assessment Measure | Portfolio presentation to peers/instructors |
| Assessment  Timetable | After Spring Term |
| Who is responsible for assessing and reporting on the results? | Mindy Fulcher/Shelley Gipson |

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Demonstrate the technical skills to effectively utilize game design tools |
| Which learning activities are responsible for this outcome? | Weekly assignments, Final Project |
| Assessment Measure | Project rubrics based on technical skill, ability to follow directions, and a clear understanding of the subject matter. |

|  |  |
| --- | --- |
| **Outcome 2** | Develop the problem-solving skills to troubleshoot and fix issues with their game assets |
| Which learning activities are responsible for this outcome? | Weekly assignments, Final Project |
| Assessment Measure | Project rubrics based on technical skill, ability to follow directions, and a clear understanding of the subject matter. |

|  |  |
| --- | --- |
| **Outcome 3** | Create 2D and 3D game assets and animations |
| Which learning activities are responsible for this outcome? | Weekly assignments, Final Project |
| Assessment Measure | Project rubrics based on technical skill, ability to follow directions, and a clear understanding of the subject matter. |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

**GRADUATE BULLETIN 2021-2022 CURRENT PAGE 368**

**DEPARTMENT OF ART + DESIGN**

**Art Education (ARED)**

**ARED 6703. Applied Visual Art Infusion: Contemporary Approaches** Curriculum development and application of art-infused contemporary models to integrate the visual arts with other subject area content. Prerequisite: Acceptance to the MAT Teacher Education Program.

**Digital Design (DIGI)**

**DIGI 6333. Game Design and Development** Introduction to the process and tools used in game asset creation, including 3D modeling and 2D sprite design. Cross listed as ISBA 6333.

**PROPOSED PAGE 368**

**DEPARTMENT OF ART + DESIGN**

**Art Education (ARED)**

**ARED 6703. Applied Visual Art Infusion: Contemporary Approaches** Curriculum development and application of art-infused contemporary models to integrate the visual arts with other subject area content. Prerequisite: Acceptance to the MAT Teacher Education Program.

**Digital Design (DIGI)**

**DIGI 6333. Game Design and Development** Introduction to the process and tools used in game asset creation, including 3D modeling and 2D sprite design. Cross listed as ISBA 6333.