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

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Shelley Gipson 03.13.20**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Temma Balducci 03.13.20**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| \_\_\_\_\_Warren Johnson \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 18 March 2020**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_Gina Hogue\_\_\_\_\_\_\_\_\_\_\_\_\_ 3/19/2020…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

Mary Elizabeth Spence 3/16/20 Office of Assessment

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

Cameron Buckley, Dept. of Art + Design, cbuckley@astate.edu, 918-269-9188

2. Proposed Starting Term and Bulletin Year

Fall 2020; 2020-2021 Bulletin

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

ART 2523

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Introduction to Game Design

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Foundational principles and theories of game design, development, and analysis. Students create their own board games and concepts. This course requires three or more hours per week outside of class.

6. Prerequisites and major restrictions. (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?

No

* 1. Why or why not?

Beginning course

1. **No** Is this course restricted to a specific major?
	1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Studio

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

Standard Letter

10.  **No** Is this course dual listed (undergraduate/graduate)?

11. **No** 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.)*

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

 Enter text...

**11.2** – Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **No** Is this course in support of a new program? **(Not yet, but will a new emphasis area will eventually be proposed.)**

a. If yes, what program?

13. **No** Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

**14. No** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **Yes** Has it been confirmed that this course number is available for use?

 *If no: Contact Registrar’s Office for assistance.*

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

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

Week 1 – Introduction to Game Design, How do we analyze play?

Week 2 – How do we define fun? Terminology in Game Design.

Week 3 – What is Game Theory? Examining Decision-Making and Strategy

Week 4 – Serious Play - The “Magic Circle” and Huizinga

Week 5 – Narrative Structure Introduction

Week 6 – Building a “Furnished” World

Week 7 – Ludonarrative and Dissonance

Week 8 – Cohesive Theme-ing - Top-Down or Bottom-Up Design?

Week 9 – Thinking in Space - Level Design

Week 10 - Training the Audience? Tutorials and Teaching

Week 11 - Character Design - Convincing Depth

Week 12 - Iterating on Existing Systems

Week 13 - Adding Difficulty and Staging

Week 14 - Structure and Pacing

Week 15 - Design Document Development and Proposal

Week 16 - Final Presentations and Critique

18. Special features (e.g. labs, exhibits, site visitations, etc.)

none

19. Department staffing and classroom/lab resources

Will utilize new lab in 3rd floor library

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

 **no**

20. **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.*

**Course Justification**

21. Justification for course being included in program. Must include:

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

This course will be an introduction to game design principles, later expanded upon both technically and conceptually in future classes. This course lays the groundwork for those future classes, and avoids reliance on any particular technology or methodology, instead focusing on surveying and examining the field. These courses will become part of a new specific emphasis area within the Studio Art Emphasis, like painting or sculpture (proposal forthcoming).

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

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. The faculty prepares its students to assume leadership positions in their professional lives while maintaining a commitment to the conceptual and aesthetic standards of their chosen discipline. The department develops and supports a nurturing creative community that builds confidence through academic rigor and provides an environment in which students can build and refine their craft, develop critical thinking skills, and realize their full potential. Graduates of the Department of Art + Design join the community as socially responsible artists, designers, educators and historians ready to contribute to diverse and changing creative fields.

Game Design contributes to the diversity and ever-changing digital creative field, mingling 3D creating, 2D creation, digital creation and story-telling. This is a reflection of the contemporary artistic practice that our students will become a part of. Everything mingles together to form something new. Just like other majors who need to be prepared for the expected 3+ jobs they will have in their career, art majors need to be versitile. These courses will add to the more traditional course-work.

c. Student population served.
Any interested student.

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

Course is lower level. Because the skills and concepts learned in the class are universal and could be applied in many different disciplines (Computer Science, Business, Design, etc.), it is appropriate that the course be at a lower level.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. 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?

This course falls under 15-hours Emphasis Area or 24-hours upper-level ART section of the curriculum map. Upper-level will be removed when Taskstream becomes open so that is it 24 hours in ART – so that it matches the bulletin, which does not stipulate that it is upper-level. This course will introduce PLO 1 and PLO 2. I will be added to the I/E/R when Taskstream is opened.

**PLO 1 – Introduce**

**Critical Thinking Skills** - Students will be able to apply strong critical, analytic and communication skills required to advance in academic and professional fields.

**PLO 2 – Introduce**

**Technical Competence -** Students will create a body of work in a specific media that culminates in a pre-professional exhibition.

23. Considering the indicated program-level learning outcome/s (from question #23), 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.*

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| **Program-Level Outcome 1 (from question #23)** | **Critical Thinking Skills** - Students will be able to apply strong critical, analytic and communication skills required to advance in academic and professional fields. |
| Assessment Measure | **Direct Measure**:Description: During the Senior Exhibition, students complete a written statement and an oral defense. This is a capstone course designed for senior students, in their graduating year.Measure: A Group of Art + Design Department Faculty evaluate the student’s ability to describe and defend their exhibition in both written and oral forms. Students are asked to write about how they solve problems, analyze their work formally, describe their artistic influences, and make connections to contemporary practice. Students are asked to summarize their content, describe their creation of a specific work, defend technical choices, and reflect on the work in terms of audience during their oral defense. Data Collection: Rubric scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = unacceptable.Data Analysis: 75% of students will score a combined average of 3.5 or higher.**Indirect Measures**:Description: In Senior Exhibition, students complete an exit survey. Alumni survey every 3 years (F17 completed, next - F20). |
| Assessment Timetable | ART 4331: Fall, SpringYear 2 (2019-2020) on a two-year cycle.Fall Meeting: Assessment Committee reviews data; Spring Meeting: Faculty reviews findings |
| Who is responsible for assessing and reporting on the results? | Responsible: Assessment Coordinator reports on A+D Faculty evaluations |

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| **Program-Level Outcome 1 (from question #23)** | **Technical Competence -** Students will create a body of work in a specific media that culminates in a pre-professional exhibition. |
| Assessment Measure | **Direct Measure**:Description: In Senior Exhibition, students present ≥ 10 professional-level artworks from the emphasis area. This is a capstone course designed for senior students, in their graduating year.Measure: A Group of Art + Design Department Faculty evaluate the student’s artwork as a professional exhibition in technical achievement, craftsmanship, and aesthetic engagement. The student’s artwork, written statement, and oral defense are evaluated as a whole through perceptual acuity, conceptual understanding, a clear idea, and the statement evidenced in the work.Data Collection: Rubric scored on 5-point scale where 5 = excellent, 4 = above average, 3 = average, 2 = below average, and 1 = unacceptable.Data Analysis: 75% of students will score a combined average of 4 or higher.**Indirect Measure**:Description: In Senior Exhibition, students complete an exit survey. Alumni survey every 3 years (F17 completed, next - F20).  |
| Assessment Timetable | ART 4331: Fall, SpringYear 1 (2018-2019) on a two-year cycle.Fall Meeting: Assessment Committee reviews data; Spring Meeting: Faculty reviews findings |
| Who is responsible for assessing and reporting on the results? | Assessment Coordinator reports on A+D Faculty evaluations |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

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

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| **Outcome 1** | Student will be able to examine and analyze existing games and evaluate the use of mechanics, training, structures, and game theory strategies. |
| Which learning activities are responsible for this outcome? | Case Studies projects (3 throughout semester)Discussions (in-class)Video Essay Project |
| Assessment Measure  | Assessment primarily based on correct use of terms, complexity/development of arguments, quantity/quality of research and synthesis of materials. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Student will be able to develop and organize a game design document as a formal proposal for a game project. |
| Which learning activities are responsible for this outcome? | Design Document (mid-term and final) |
| Assessment Measure  | Assessment based on conceptual development, correct use of terminology, organizational quality, design iterations (human-centered design principles). |

**Bulletin Changes**

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| **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. Follow the following guidelines for indicating necessary changes.** **\*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.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon* 🡪 *Picture 1, and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**Undergraduate Bulletin 2019-2020 Bulletin, p. 426 current**

**ART 1093. Elective Ceramics for Non majors** Basic exploration of techniques of clay manipulation including the use of the potter’s wheel. Selected pieces will be fired. This course requires three or more hours per week outside of class. May be taken only once. Restricted to non-Art Majors. Fall, Spring.

**ART 2503. Fine Arts-Visual** FINEARTS. Introduction to major artists, media, styles and works of art within their cultural and historical contexts for the non-art major. Note, this course does not meet general education requirements for any degree in art. Fall, Spring, Summer. (ACTS#: ARTA 1003)

**ART 2523. Introduction to Game Design** Foundational principles and theories of game design, development, and analysis. Students create their own board games and concepts. This course requires three or more hours per week outside of class. Fall.

**ART 3033. Drawing III** Students will focus on the human figure through drawing sessions employing life models, undergoing detailed studies of anatomy, and creating independent projects involving the figure. This course requires three or more hours per week outside of class. Prereq- uisites, a grade of C or better in ART 1013, ART 1033 and ART 1043. Fall, Spring, Summer.

**Undergraduate Bulletin 2019-2020 Bulletin, p. 426 proposed**

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