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

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[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.

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| Shelley Gipson 1/21/2021**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Temma Balducci 1/21/2021**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Warren Johnson 1/27/2021**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 1/28/2021**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Dr. Temma Balducci, Dept. of Art + Design, tbalducci@astate.edu, 870.972.3050

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

Bulletin 2021-22

Starting Term: Fall 2021

**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.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **DIGI** |
| **Number\*** |  | **2013** |
| **Title** |  | **Introduction to Coding with Kotlin for Android****Short Title: INTRO TO CODING WITH KOTLIN** |
| **Description\*\*** |  | **Foundations in coding fundamentals using Kotlin coding language. Practical application of the tools, techniques, and concepts needed to build a basic Android app.** |

 ***\**** (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 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. **NO** Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
3. **Proposed course frequency [Modification requested? Yes/No]**

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

**Fall, Spring**

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.

**Studio**

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. **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.)*

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

 Enter text...

 **b.** – NO Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

1. **NO** Is this course in support of a new program?

a. If yes, what program?

 Enter text...

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.)

Note: This is an AOS course.

Week 1 - Introduction to Mobile Development Standards

Week 2 - Building a Calculator - Data types, conversions, variables, interfaces

Week 3 - Color Selector - Objects, Changing data

Week 4 - Rock Paper Scissors - Conditionals

Week 5 - Bake a Cake - Arrays, Databases

Week 6 - Creating a Text-Based RPG (1) - Structures and Classes

Week 7 - Creating a Text-Based RPG (Final) - Implementing designs

Final - Critique

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

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

none

1. **Department staffing and classroom/lab resources**
2. Will this require additional faculty, supplies, etc.?

Current Digital Technology and Design Faculty will teach most classes (2 faculty on 5/5 load), with additional key adjuncts (existing) teaching some classes. This will be paid from AOS.

Software is open-source, or Adobe Creative Cloud; technology supplies are in-line with the AOS program requirements. Any additional costs are nominal. For example, a basic VR headset is $20.

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)

Students in this course will attain an introductory understanding of mobile development principles for the Android platform using the Kotlin programming language.

Course will operate as the advanced studio course for game design.

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 will enable students to produce quality work using the tools and languages of mobile platforms.

c. Student population served.

This course will be an elective for the BS in Digital Technology and Design (Digital Innovations) degree.

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

This course is the introductory course in a series of 3 courses, introducing students (with no prior knowledge) to mobile development with Kotlin for Android.

**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?

This course will supplement the PSLO’s below, but will not fall under the current Taskstream Curriculum Map, as they would be part of the 38 hours of electives in the degree plan.

#1: SWBAT apply a working knowledge of digital design create a professional portfolio.

#2: SWABT apply the aesthetic skills required of a professional designer

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.*

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| **Program-Level Outcome 1 (from question #19)** | SWBAT apply a working knowledge of digital design to create a professional portfolio. |
| Assessment Measure | **Direct Measure**:Description: In Digital Innovations Portfolio, students present ≥ 10 professional-level works to a committee made up of Design Faculty and Faculty from the area of concentration. This is a capstone course designed to prepare students for entrance into professional practice.Measure: Student applies subject knowledge to conceptualize, develop, and complete professional work that answers project objectives.Faculty Scores students on multiple aspects of production (conceptualizing, development, completion) and intent (project objective, audience, purpose and context) on a scale from 1 to 5.**Data Collection:** Each Measure is scored on a 5 point scale.**Scale:** 1 being unacceptable, 2 poor performance, 3 average, 4 good, 5 high/excellent**Data Analysis:** Successful students will score a combined average of 3.5 or higher.**Indirect Measure**:Description: In Digital Innovations Portfolio, students complete an exit survey. Alumni survey every 3 years. |
| Assessment Timetable | In Portfolio Class, Year 1 (2020-2021) on a two-year cycle. |
| Who is responsible for assessing and reporting on the results? | Digital Innovations Faculty report to Assessment Chair |

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| **Program-Level Outcome 2 (from question #19)** | SWABT apply the aesthetic skills required of a professional designer. |
| Assessment Measure | **Direct Measure**:Description: In Digital Innovations Portfolio, students make an oral presentation and defend their professional portfolio in real time with a committee of Faculty representing all areas of the program.**Measure:** Student can evaluate his/her outcomes based on critical, ethical, and aesthetic issues.Question: Choose one of the works (or series/campaigns) that you presented and explain why you believe this is the best solution to the problem in the context of contemporary critical, ethical, and aesthetic issues.**Data Collection:** Written and Oral Answers scored on a 5 point.**Scale:** 1 being unacceptable, 2 poor performance, 3 average, 4 good, 5 high/excellent**Data Analysis:** Successful students will score a combined average of 3.5 or higher.**Indirect Measure**:Description: In Digital Innovations Portfolio, students complete an exit survey. Alumni survey every 3 years. |
| Assessment Timetable | In Portfolio Class, Year 2 (2021-2022) on a two-year cycle. |
| Who is responsible for assessing and reporting on the results? | Digital Innovations Faculty report to Assessment Chair |

 **Course-Level Outcomes**

1. 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 create an application using the Kotlin programming language for Android. |
| Which learning activities are responsible for this outcome? | Module Assignments 1 - 6Final |
| Assessment Measure  | Assessment based on a “Minimum Viable Product” system, wherein a goal is met achieving a specific grade, followed by “stretch goals” students can push themselves to achieve and earn more points. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Student will be able to analyze and deconstruct existing code structure for usage within their projects. |
| Which learning activities are responsible for this outcome? | Module Assignments 1 - 6Discussion Assignments 1 - 7Final |
| Assessment Measure  | Assessment based on a “Minimum Viable Product” system, wherein a goal is met achieving a specific grade, followed by “stretch goals” students can push themselves to achieve and earn more points. |

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| **Outcome 3** | Student will develop the problem-solving skills to troubleshoot and fix broken code. |
| Which learning activities are responsible for this outcome? | Module Assignments 1 - 6Discussion Assignments 1 - 7Final |
| Assessment Measure  | Assessment based on a “Minimum Viable Product” system, wherein a goal is met achieving a specific grade, followed by “stretch goals” students can push themselves to achieve and earn more points. Additionally assessments based on the discussion posts and conversations. |

**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. 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.**  |

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**Current**

**Digital Design (DIGI)**

**DIGI 2003. Introduction to Coding with Swift** Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app. Fall, Spring.

**DIGI 2013. Introduction to Coding with Kotlin for Android** Foundations in coding fundamentals using Kotlin coding language. Practical application of the tools, techniques, and concepts needed to build a basic Android app. Fall, Spring.

**DIGI 3003. Intermediate Coding with Swift** Intermediate Swift coding using industry best practices to build the mindset of an app developer. Prerequisite, DIGI 2003. Fall, Spring.

**DIGI 4003. Advanced Studio in Swift Coding** Application of Swift coding concepts to design and build a basic iOS app. Prerequisite, DIGI 3003. Fall, Spring, Summer.

**Proposed**

**Digital Design (DIGI)**

**DIGI 2003. Introduction to Coding with Swift** Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app. Fall, Spring.

**DIGI 2013. Introduction to Coding with Kotlin for Android** Foundations in coding fundamentals using Kotlin coding language. Practical application of the tools, techniques, and concepts needed to build a basic Android app. Fall, Spring.

**DIGI 3003. Intermediate Coding with Swift** Intermediate Swift coding using industry best practices to build the mindset of an app developer. Prerequisite, DIGI 2003. Fall, Spring.

**DIGI 4003. Advanced Studio in Swift Coding** Application of Swift coding concepts to design and build a basic iOS app. Prerequisite, DIGI 3003. Fall, Spring, Summer.

Paste bulletin pages here...