PROCESS E Curriculum Submission Form Rowan University Senate

To Propose a New NON-Degree Program (Concentration, Minor, Post-Bac, COGS, CAGS, CUGS, etc.)

16-17 - 2.027

New Non-Degree Program Name: CUGS GAME MEDIA DESIGN

Lead Sponsor: AMANDA S. ALMON, ASST. PROF. Email: almon@rowan.edu

Type of Non-Degree: CUGS

Department: ART College: COMMUNICATION & CREATIVE ARTS

If CHSS check ☐ Humanities ☐ Social Sciences __

Interdisciplinary ☐ No ☒ Intra-College ☐ Inter-College

DEPARTMENT AND DEAN APPROVAL (Signatures Required for Submission to University Senate Office)

Dept. Chair: [signature] Date: 10/17/2016

Dept. CURRICULUM Chair: [signature] Date: 10/17/2016

Academic DEAN: [signature] Date: 10/24/16

Academic DEAN (Optional): _____ Date: _____

COLLEGE CC APPROVAL: Open Hearing Date: _____ ☐ Approved ☐ Not Approved

Signature College Curriculum Chair: _____ Date: _____

SENATE CC APPROVAL:

Committee Open Hearing Date: _____ ☐ Approved ☐ Not Approved

Senate Presentation Date: _____ ☐ Approved ☐ Not Approved

Signature Senate Curriculum Chair: _____ Date: _____

Comments: _____

PROVOST APPROVAL: ☐ Approved ☐ Not Approved

Provost Signature: _____ Date: _____

BOT and STATE ANNOUNCEMENTS:

AA Subcommittee Date: _____ BOT Date: _____ State Date: _____

REGISTRAR ACKNOWLEDGMENT:

Registrar Signature: _____ Date: _____

PROVOST OFFICE TRANSMITTAL NOTIFICATION:

Date: _____ Signature: _____

PROPOSAL PROCESS E: NEW CERTIFICATE OF UNDERGRADUATE STUDY (CUGS)
Certificate in Undergraduate Studies in Game Media Design

Abstract

a. **Proposal Title:** Certificate in Undergraduate Studies in Game Media Design

b. **Sponsors:** Amanda S. Almon, Assistant Professor, Department of Art, Program Coordinator Biomedical Art and Visualization; Keith Brand, Chair, Professor, Department of Radio, TV and Film

c. **Classification of Instructional Program (CIP) Code:** 50.0411

d. **General Merit of the Program:** A CUGs in Game Media Design would provide a certificate to students focusing on the "front end" design of creating art, design, written and sound assets for games. For purposes of comparison and distinction, the "back-end" of game design is the programmatic and is developed with the structure of mathematical coding within the disciplines of Computer Science and Computer Engineering. This CUGs focuses on the aesthetic aspects of game design and not the focus of programmatic structure. Due to the Game Media Design CUGs consists of four three-credit courses. The certificate is designed for students to expand their understanding of media design for games while focusing on specific techniques of aesthetic production needed to execute the art of the game. Our courses and faculty within the College of Communication and Creative Arts, and the College of Performing arts contain interdisciplinary experts in the field of game design, graphic design, sound design, and narrative and interactive design, which offers the student a strong foundation to complete a Certificate while majoring in any discipline across the university. As an example: the Game Media Design CUGs would complement Computer Engineers and Computer Science students focusing on the programmatic and mathematical coding of games, allowing these students a greater understanding of the team approach to game design within professional and industry based contexts upon graduation.

e. **Relationship to Pre-Existing Programs or Offerings:**
The CUGS in Game Media Design, will be resourced from courses currently offered in the Department of Art, Department of Radio, Television and Film, and the Department of Music. No new courses are needed for the four course sequence requirement. However, it has been noted that existing courses therein, which have prerequisites restricting non-major access are being revised through corresponding Process A's forms; to allow interdisciplinary access to the CUGs Game Media Design specific curriculum (either through the instruction of non-major sections, "permission by instructor" and/or prerequisite removal.)

a. **Summary of Curriculum:** 4 Undergraduate Courses (12 credits)
b. **Implementation Time Frame:** Fall 2017

c. **Additional Resources Required (technology, staff, space):** Resources Required: Existing Faculty will teach the CUGS courses. Westby Hall, Bozorth Hall and Wilson Hall will be utilized as facilities resources. The current Westby Hall 216 Specialized Studio Computer Lab for Biomedical Art and Visualization, with the 17 computer stations and installed 2D and 3D graphics production software will be used for the artistic design.

I. DETAILS

a. **Proposal Title:** CUGS in Game Media Design

b. **Sponsor(s):** Amanda S. Almon, Assistant Professor, Department of Art, Program Coordinator Biomedical Art and Visualization; Keith Brand, Chair, Professor, Department of Radio, TV and Film

c. **Classification of Instructional Program (CIP) Code:** 50.0411

d. **Program Scope/Size:** The Game Media Design CUGS will be available to students in any program in the University. Initially, a modest number on non-Art, non-RTF majors are likely to be interested in this option, however, we believe that these numbers will substantially increase, when students see the outcomes of the courses and hear the CUGS exists (as Game Design has many growing and lucrative career options for artists, designers, and programmers.)

Additionally, it is our intention, to encourage computer engineering and computer science students to add the CUG to their major area of study. This would allow these students a direct benefit to learn the "front end" aesthetic design of games, which creates the framework to network and build collaborations between science, engineering and humanities students with formation of interdisciplinary intra college game production focus coursework and teams. The CUGS can serve an initial cohort of 10 students and increase yearly, see table below:

Year	Projected Enrollment	Projected Growth (%)
1	10	N/A
2	20	100%
3	30	50%
4	38	26.6%
5	42	10.5%

A first-year enrollment of 10 students seems reasonable, based on recent enrollment figures in the relevant Art and RTF courses offered by the Department of Art, Radio, Television and Film and Music.

e. Declaration Requirements:

1. Matriculation

- [X] Matriculated Students Only
- [ ] Non-Matriculated Students Only
- [ ] Both Matriculated and Non-Matriculated Students

2. Prerequisites:

Admissions Bachelor Degree. Minimum undergraduate GPA of 2.75. Matriculated undergraduate student in good standing. Must be at least a sophomore in the 2nd year of study across all majors.

3. Restrictions:

- [X] Available to all students
- [ ] Not Available to students who have the following majors/minors/concentrations: *List program names.*

f. Certificate Completion Requirements:

- [X] Completion of all required coursework in accordance with University requirements for good standing.
- [ ] Additional Requirements for certification. *Specify these requirements.*

g. Implementation Date:

- [ ] Fall *(YYYY)*
- [X] Spring *(Fall 2017)*

h. Resource Requirements:

1. Equipment, Space, Technology, etc.:

- [X] Current resources are sufficient.
- [ ] Additional resources are need. *Explain resource needs.*

2. Staffing Resources:.

- [X] Current resources are sufficient.
- [ ] Additional resources are needed. *Explain resource needs.*

3. Library Resources: *Attach a completed and signed Library Resource Form.*

- [X] Current resources are sufficient.
- [ ] Additional resources are needed. *Explain resource needs.*

i. **Related Curriculum Proposals Being Simultaneously Submitted:**
Prerequisite Change Proposals Process A, for existing courses:
1. ART09.253 Introduction to Digital 3D Modeling
2. ART09.360 Biomedical Art: Storyboarding & Animation
3. ART09.453 Introduction to Game Media Design
4. MUS40331 Game Audio**(new section for non-majors with prerequisite removal)*

II. GENERAL MERIT OF THE PROGRAM*: In two to three paragraphs explain the need for, and benefits of, the proposed program for students, the department/college, and the University.*

Based on professional career area of Game Design, the curriculum for this CUGS program incorporates leading-edge digital media techniques such as, digital illustration, 2D/3D Modeling and animation, narrative screen and scenario writing and game theory and prototype design. Game Media Design CUGS students learn how to effectively organize, arrange and create the design of characters, scenes, props, level maps, reward systems, and mechanics (swing, throw, tap, etc.) to design games with story, incentives for play, sound design and aesthetic artistic craftsmanship, with a strong focus on the audience and player of the game. This CUGS program is designed to help give a foundation of preparation for students interested in professional careers of: Game Design, Game Development, Art and Illustration for Games, Sound Design for Games, Marketing and Promotion for Games, Narrative and Film Trailers for Games etc.

NOTE: It is the position of the faculty sponsors, that if the CUGS in Game Media Design is successful through enrollment growth, assessment metrics and alumni outcomes, it may create the foundation for a future BFA Major in Game Media Design, increasing the breadth and depth for the student to enter directly into a professional career in Game Design.

Student Impact Statement:
The proposed Certificate of Undergraduate Study (CUGS) in Game Media Design seeks to provide opportunity and focused study in the artistic and media design of games. Students enrolled in Art, Design and RTF, and Music courses are completing parallel course work in the majors specific to artistic, design, film, sound and interactive production without the opportunity to combine an interdisciplinary set of courses that would provide the needed concepts, skills, techniques and project development in game design. A curricular gap exists in a high demand area of study within the University, and is heavily supported by the growing Game Entertainment career outlook** which is now surpassing the Film ad Entertainment Industry. This CUGS would recognize students focusing in art, design, and sound related majors to build a set of skills needed for media production through a combination of courses within art, sound and written production of assets used in designing the media for games. Additionally students developing and coding games within Computer Science and Computer Engineering, would have access to a set of courses that would provide a foundation of learned knowledge and skills on the “front end” of game art and design production. Students across art, design, science and engineering would have a platform for collaboration through the creation of this CUGS. Students majoring in Art, Biomedical Art and Visualization, RTF, Music, Computer Engineering and Computer Science can enhance their major area of student and increase their career preparedness profile adding this specialized certificate.

Department, College and University Mission Impact Statement:
The Departments of Art; Radio, Television and Film, and Music will benefit by the addition of contemporary curricular focus on game media design, increased enrollment across the University, and with the option of new recruitment to the University through transfer students and incoming freshman. A leading public institution, Rowan University combines liberal arts education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, interdisciplinary, learning-centered environment in which highly qualified and diverse faculty, staff and students integrate teaching, research, scholarship, creative activity and community service.

Rowan University Impact
The proposed CUGS in Game Media Design supports the University mission and four pillars by (1) increasing access to allow all students to major in a specialized interdisciplinary certificate program regionally and nationally; (2) the CUGS sequence of courses provides high quality instruction, innovative curriculum and resources support to learn art, design, sound and written narratives for game media production, and allows a framework and platform for an interdisciplinary student enrollment body in the science, engineering and humanities areas. (3) the program offers an affordable, interdisciplinary certificate in a growing and innovative career field of Game Design; (4) the professional career focus and knowledge/skill support of this CUGS, has the potential to drive economic development in the region by training students to collaborate with local businesses, schools, technology companies, venture capitalists, marketing and entertainment agencies to develop and design games and applications (apps.) that foster casual and educational games for revenue.

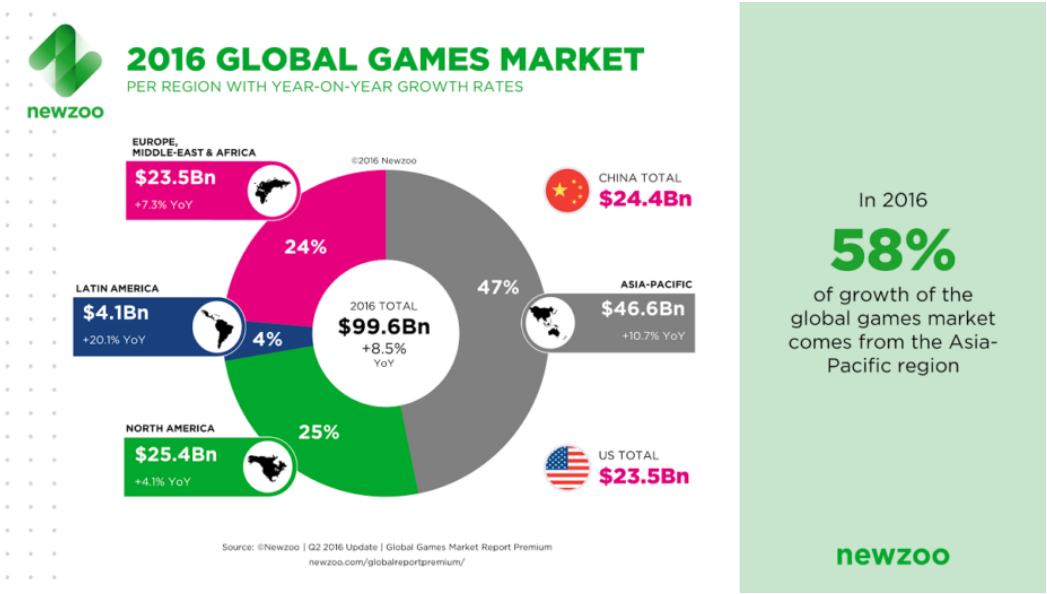
College Impact: College of Communication and Creative Arts
In addition to satisfying Rowan University's goals, the proposed CUGS in Game Media Design will also satisfy the goals of the College of Communication and Creative Arts (CCCA) by creating an interdisciplinary and inter-college curricular collaboration between two Departments (Art and RTF) that have complimentary focuses in art, design, film, and new media production. This CUGS offers the CCCA the opportunity for curricular unification, collaboration, collegial sharing of expertise and the integration of a new, exciting and energetic area of study. It also creates a collaborative bridge with interdisciplinary focus to the College of Performing Arts, The College of Science and Mathematics, and the Henry M. Rowan College of Engineering. Additionally, the CUGS in Game Media Design supports the CCCA Mission statement, posted at: http://www.rowan.edu/colleges/ccca/ CCCA aims to focus on*"….understanding of communication and creative arts theory and practical application that empowers them in their future career, civic, and personal endeavors. The College is committed to developing and implementing rigorous and stimulating curricula, creating opportunities for student engagement, guiding creative and artistic development, and enhancing students' critical thinking abilities."* By developing a curricular CUGS in Game Media Design, the college can foster growth in our students creative and scholarly endeavors, while opening their minds to how they can use their creative, artistic and entrepreneurial media skills to create games that can move beyond the cliché of violence and engage audiences by altering the player's perceptions through social, cultural, political and poetic change.

Department of Art and Department of Radio, Television and Film Impact
The CUGS in Game Media Design meets the Department of Art and Department of Radio, Television and Film by supporting rigorous degree programs in studio arts, design, film, television and radio. Within both departments, there is strong faculty and curricular commitment to fostering communications,

creative expression, critical thinking, research and professionalism with majors dedicated to career focus contexts within the fields dedicated to artistic and humanistic change through cultural and visual literacy. Additionally, both departments prepares majors for creative problem solving with a technological foundation that is relevant for the twenty-first century education. The CUGS in Game Media Design, represents a strong combination of these departmental values for the students, and allows both departments create a contemporary curricular combination to increase growth and innovation.

Need for the Program: Game Industry Statistics

*** Citation: Venturebeat and Global Games Market, New Zoo Inc. 2016*



1. Video game sales exceeded the movie industry's annual box office draw last year by $1 billion

2. Production costs ranging from $1 million to $8 million per game dependent on genre, size and scope.

3. Gartner Says Worldwide Video Game Market to Total $93 Billion in 2013

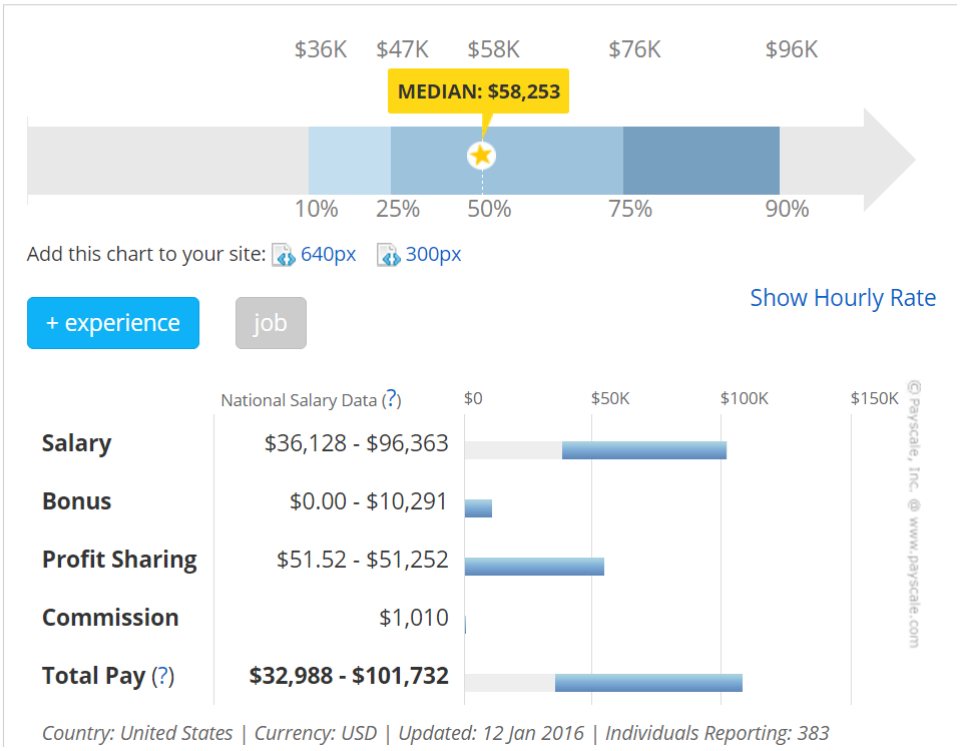
Citation: http://www.gartner.com/newsroom/id/2614915

Game Industry Job Stats 2015

- *10-year job growth: 49.4%*
- *Median pay Starting: $61,370 per year $29.50 - $38.50 per hour*

Citation: International Game Developers Association 2015

The average pay for a Video Game Designer is $58,253 per year. People in this job generally don't have more than 20 years' experience. Experience strongly influences salary for this job. A skill in Adobe Photoshop is associated with high pay for this job.



http://www.payscale.com/research/US/Job=Video_Game_Designer/Salary

It is evident from the statistics above, the job growth, career options and salary scales support the development of the CUGS in Game Media Design. The sales records for the design and development of games warrants the certificate, and the possibility of a future BFA in Game Media Design, dependent upon University resources, and demonstrated return on investment (ROI) of student enrollment and growth percentages. The Departments of Art and Radio, Television and Film are committed to students interested in these career paths, and our collective faculty and courses demonstrate the expertise required to execute the curricular competencies.

III. PROGRAM DESCRIPTION:

a. Program Goals: CUGS in Game Media Design

CUGS DEPARTMENT GOALS	STUDENT LEARNING GOALS & OUTCOMES	ASSESSMENT TOOLS
Department Goal 1: Graduates acquire Problem solving skills for non-linear game based narratives — Students develop the ability to analyze and solve communication and storytelling challenges, and to effectively find vehicles to visually articulate these solutions.	**Student Learning Goal 1** Students will demonstrate the knowledge of, and a proficient level in their ability to apply the fundamental elements and principles of narrative construction, through screen writing, character and scene development and non-linear	**Assessment 1.1** Students will complete course required grade, critiques and assessment metrics to determine the learned concepts, written grammatical construction, and application for game specific ideas and stories.

	storylines, which support game based choice scenarios.	
	Student Outcome 1.1 Students will create 2D and 3D art and design works that communicate specific character, scenes and game media assets, which visually demonstrate the narrative.	
	Student Outcome 1.2 Students will learned game based theory, consisting of: game mechanics, reward systems, audience relevance, and basic choice probabilities that lead to player win/loss scenarios which is specific to why and how art assets are developed in specific ways for game coding collaborations and experts.	
Department Goal 2: Graduates acquire historical context of game applications and media integration requirements, from 2D, 3D, illustrated, animated and User Interface (UX) assets.	**Student Outcome 2** Students will develop an understanding of historical context in game design, learn the different types of game frameworks (i.e. "platformer, turn-based, first person shooter/view, puzzle logic, rail shooter etc." These games have historical scenarios for the basis of problem solving student initiated game scenarios.	**Assessment 1.2** Students will complete course required grade, critiques and assessment metrics to determine the learned concepts, skills and demonstrate proficiency through creating game prototypes, individually and in teams. Students are required to verbally and visually present their ideas and game projects in a professional and concise method.
	Student Outcome 2.1 Teamwork — students will have the ability to work in team situations. Our students are introduced to real-life challenges by producing game media artwork that creates an animated visual prototype a game.	
	Student Outcome 2.2 Students will demonstrate a methodical and process oriented approach in developing their art concepts, through research in historical and content based game ideas and be able to visual translate the content into a unique and innovative animated/media based game prototype.	
	Student Outcome 2.3 Students will begin to develop professional practice skills that relate to standards and demands for gamae media. Students will be expected to verbally and visually present ideas demonstrated in their work, and articulate the purpose and objectives for the target audience.	
Department Goal 3: Graduates acquire media skills and techniques to develop and design digital assets in the following areas: 2D/3D illustration, modeling,	**Student Learning Goal 3** Students will demonstrate visual and audio execution of game media assets — overall quality of finished images,	**Assessment 3** Students will complete course required grade, critiques and assessment metrics to determine learned and experience

animation, and design (both sound and graphic forms) through the use of professional/industry standard computer graphics software applications.	animations, graphics through professional rendering skills, control of medium (tactile or digital), design, composition, and recognition of the game application needs for style and audience impact.	practice in skills and media creation techniques, as applied to the game theory knowledge, narrative scenarios and researched content.
	Student Outcome 3.1 Students will develop observational, perceptual and conceptual skills to recognize, translate, and visualize the art components of a game: character design, scene design, props, interface design, and badge/reward design. Students will be expected to apply visual analysis to successfully demonstrate structure, form, and process, in order to communicate to specific game player audiences.	
	Student Outcome 3.2 Students will learn to "play test" their art and visual game prototypes to document revisions and improvements through critique that demonstrate how the art assets and story alter the game play and visual style, in order to generate a more successful outcome.	
	Student Outcome 3.3 Students will be encourage to experiment in the development of games through basic game engine awareness and pre-coded (drag and drop) behaviors for basic interactive play. This is to demonstrate how art is applied not hand coded into a fully interactive module. Importing art assets into an engine for a game programmer is an important requirement of how visual assets are developed and thair intention within the final display (Example: utilizing intro level Unity to import and translate media assets into a game platorm to test resolution and animations.)	
Department Goal 4 Graduates acquire professional and conceptual skills to develop a portfolio of game media design projects. Projects that demonstrate their completion of the Certificate program. Graduates will be encouraged to integrate their major field of study into the game based projects, demonstrating a succinet intergration of interdisciplinary knowledge and skills.	**Student Learning Goal 4** Students will demonstrate professional level expectations in exercising good time and project-management skills, and oral presentation skills (focused on higher level of executive functioning and reasoning) to develop their individual game prototypes and portfolio of course outcomes.	**Assessment 4** Students demonstrate a portfolio of game media design projects and demonstrate the outcomes from the courses contained in the Certificate program. Students will be encouraged to exhibit their work in a public University platform. Additionally, Students will complete course required grade, critiques and assessment metrics to determine the successful production of game based prototypes (from animated linear game walk-throughs to basic interactivity.)

	Student Outcome 4.1 Students will author, design and develop a comprehensive internship package, including cover letter, resume, and portfolio (in multiple media formats) demonstrating their game media design certificate outcomes. Students will be introduced to basic resources for career based job searches, networking, and professional standards.	
	Student Outcome 4.2 Students will demonstrate a level of ethical communication when visually communicating game content, an awareness of gender issues, politics, volence and the impact on audiences from younger ages to adults.	
	Student Outcome 4.3 Students will gain a holistic view of the game media design production pipeline, with the following important outcomes: a. the conceptual skills to generate and expand ideas, and to structure work so that concept dominates the structure of the technological product. b. the aesthetic skills to provide artwork and information (structure data) that best convey the meaning of the work. c. the critical skills to open critical discussions of work, both in group and individual meetings. d. the creative skills to complete a "creative cycle," following a work through its course of development and differentiating the creative act from the complexities of technological applications.	

b. Program Curriculum:

Program Structure: The Certificate of Undergraduate Study in Game Media Design will consist of 12 credits as follows:

<u>Required Courses (6 credits)</u>

- ART09453 Introduction to Game Media Design

- RTF03393 Film Scenario Writing

Elective Courses (6 credits) (Choose 2)

- ART09253 Introduction to Digital 3D Modeling
- ART09360 Biomedical Art: Storyboarding & Animation
- ART09377 Graphic Design & Typography Essentials
- MUS40331 Game Audio
- RTF03295 Intro to New Media

Students may satisfy program requirements through coursework completed at Rowan University, transfer credits obtained from coursework at other institutions, and study abroad.

1. **Sequence of coursework:**
After successfully passing the two required courses, ART09453 Introduction to Game Media Design and RTF03393 Film Scenario Writing; students may take any of the electives courses (see above), successively or simultaneously, such as: ART09253 Introduction to Digital 3D Modeling and ART09360 Biomedical Art: Storyboarding & Animation *or* ART09377 Graphic Design & Typography Essentials and RTF03295 Intro to New Media *or* MUS40331 Game Audio and ART09360 Biomedical Art: Storyboarding & Animation.

c. **Program Administration:**
CUGS in Game Media Design will be administered by the Department of Art and Radio, Television and Film in the College of Communication and Creative Arts; through a joint committee of faculty, example structure: 3 or 5 faculty seats, on the "Game Media Design CUGS Committee" (with shared governance and a rotating, elected Chair of the Committee.) Similar to the New Media Concentration, but a smaller, focused group of faculty experts teaching in the CUGs.

d. **Program Evaluation*:***
Student satisfaction: The Faculty Center's online "Student Evaluation of Teaching Effectiveness" will be utilized in order to gauge the level of student satisfaction with individual courses. Additionally, an exit survey will be implemented as a graduation requirement for the program in order to obtain additional feedback from students.

All courses in the CUGS in Game Media Design will be reviewed with student evaluations of the faculty teaching in the CUGS. This is an important benchmark to ensure the content and teaching methods in the courses are valuable to student's enrollment in the CUG; as well as demonstrate the efficacy of the courses in the sequence.

Faculty coordination:
The development of a new joint committee of faculty from the Department of Art and the Department of Radio, Television and Film will review once per academic year the curriculum content and outcomes, and related student evaluation documentation. The committee will operate through the rules and procedures of shared governance, with an elected, rotating Chair

on a year by year basis. The committee will be tasked with ensuring the student satisfaction is being met, analyze enrollment growth and notify administrative Chairs of needs of the program.

IV. RESULTS OF CONSULTATION

a. Consultations Requested:

Mathieu Gendreau, MA (Music Industry Program)
Dr. Vasil Hnatyshin, Chair, Computer Science

b. Consultations Received:

Mathieu Gendreau, MA (Music Industry Program)
Dr. Vasil Hnatyshin, Chair, Computer Science *(In Progress)*

c. Response to Consults:

Mathieu Gendreau, MA and the Music Industry is willing and flexible to opening non-major sections of the game audio course, and supporting the new Game Media Design CUGS students.

Dr. Vasil Hnatyshin, Chair of Computer Science and the Department offers supportive courses specific in Game Coding and Programming and not Game Art and Media design, and therefore this new CUGS in the visual aspects and art of the game would serve to help support students the computer science faculty in developing their own game projects with teaching art and supporting the coding focus.

Additionally, the Department of Art and Radio, TV and Film are supportive of any Computer Science initiated CUGS in Game Development/Programming and Coding; this CUGS along with the new Game Media Design CUGS would be excellent offering two “sister CUGS” that could provide the students with a greater breadth and depth of the game industry and provide a future foundation for a collaborative new minor or major degree program between colleges and departments (providing there is significant enrollment growth and interest from the student and faculty/facility resources in the CUGS.

The computer science consult was not well received, and it was requested that we add two programming/coding classes into the Game Media CUGS, it was noted in the email exchange and letters attached (as reference for the Senate on the curricular discourse) that there is a misunderstanding that the Department of Art and Radio, Television and Film are offering the same course content as Computer Sciences two courses on game development (CS 07390 and CS 01.190) – this is not the case, as the Departments are offering to instruct students on the “front-end” of game art and media creation and not coding or programming, which is the expertise and prevue of Computer Science and included in the expertise of their discipline. Therefore, we petition the Senate Curriculum Committee to consider the CUGS in Game Media Design as being focused in art and media production for games and not coding. There is not enough time in credits (12 credits only) 4 courses only cannot adequately provide the students with both art and programming competencies for the

certificate level requirement. We encourage and support Computer Science to develop a sister CUGS in Game Development and Programming.

From: "Gendreau, Mathieu" <gendreau@rowan.edu>
Date: Thursday, October 13, 2016 at 9:14 AM
To: "Brand, Keith M." <brandk@rowan.edu>
Subject: Re: Game Design CUGS

Hi Keith,

The Department of Music and the Music Industry Program supports the creation of the Game Design CUGS and will provide an additional section of Game Audio as needed. We recommend to create a section of the course that will be reserved for the Game Audio students to help them meet their specific learning goals.

Best wishes,

Mat

--
Mathieu Gendreau, MA
Assistant Professor
Program Director, Music Industry
Department of Music
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Music Industry
Website: http://www.rowan.edu/colleges/cpa/music/programs/MusicIndustry.cfm
Like us on Facebook: https://www.facebook.com/RowanUniversityMusicIndustryProgram
Professional Website: http://www.finedaymusic.com
Recording Studio 1 Bookings: http://tinyurl.com/kj2x7uo
Recording Studio 2 Bookings: http://tinyurl.com/ofeevk3

To: Amanda Almon

From: Vasil Hnatyshin, Chair Computer Science Department
Jack Myers, Chair Computer Science Curriculum Committee

Date: 1 December 2016

Re: Proposed CUGS Game Media Design

Thank you for the opportunity to comment on the proposed CUGS in Game Media Design. The Computer Science department, as you recall from our work on the interdisciplinary concentration a few years ago, whole-heartedly agrees with you on the need to establish computer gaming programs at Rowan University.

Given the description of the CIP code chosen for the CUGS (emphasis added), *"A program that focuses on the design, development, and **programming** of interactive media entertainment, including computer and video games, virtual environments, Internet applications, and other interactive media. Includes instruction in theory of games, turn-based games, real-time games, visual and interactive design, story development, animation, **simulation**, and **programming**,"* we believe that the following course should be added to the CUGS.

CS 01.190: Introduction to Computer Game Modeling (no prerequisites)
This is an introductory computer games modeling course which examines the basics of computer game design and visual effects. Students will use graphics software modeling packages to create characters and visual effects, and to develop a computer game idea, including storyline and plots. Elementary programming techniques may also be taught.

This course directly applies to almost all the Student Learning Goals and Outcomes as described in your proposal, particularly:

- Student Outcome 1.2
- Student Outcome 2 (especially Outcomes 2.1 and 2.2)
- Student Outcomes 3.1, 3.2, 3.3

The syllabus for the course includes topics such as:

- The history of gameplay
- The evolution from non-digital games to digital games
- The key aspects of games
- The game design process
- Design considerations
- Explorations into various computer gaming genres
- The various roles involved in the game design process
- How to progress from inspiration and ideas to gaming benchmark features
- Game mechanics
- Modeling of game rules and player choices
- Development and design of characters
- Player and NPC dialog trees
- Level design
- The role of probability and statistics in game design
- Playtesting
- Challenge and feedback models
- Utilizing Unity to develop a game platform

Given the inclusion of the above course in the CUGS, we fully support its adoption.

Additionally, we would like you to consider the inclusion *of CS 07390 - Introduction to Computer Game Design and Development* as an elective in the CUGS. While this course does have prerequisites that are fulfilled by Computer Science minors, it too covers many of the student learning goals of the CUGS. With the inclusion of this course as an elective, it will incentivize Computer Science majors and minors as well as Computing and Informatics majors to take the additional three courses in the CUGS.

Finally, in the proposal, you express interest in the development of a Computer Science based "sister CUGS" and also a potential Bachelor of Fine Arts in Game Media Design. We, as a department, felt like the original direction of the joint Concentration in Gaming had more potential as an expanded offering in the Game Design and Development domain. During those discussions, I believe all parties were excited by the opportunity to intermingle students with artistic or creative writing backgrounds with students who have more technical skills. An expanded offering would allow students from Art or RTF to develop a sense and appreciation of basic programming skills which are needed for game development. Similarly, such an offering would allow students from Computer Science to gain important skills in graphic design and storyboarding. We had discussed a truly interdisciplinary integrated course to serve as a capstone experience for both population of students. We hope to be collaboratively included in the discussions to expand this CUGS (in any form) and we wish our partners in RTF and Art continued success.

Re: New Letter of Consult? CUGS in Game Media Design

Almon, Amanda S

Tue 12/6/2016 12:13 PM

To: Hnatyshin, Vasil Yaroslavovize <Hnatyshin@rowan.edu>;

Cc: Myers, Jack F <myersjac@rowan.edu>; Conradi, Janet <conradi@rowan.edu>; Brand, Keith M. <brandk@rowan.edu>; Kopp, Andrew Matthew <kopp@rowan.edu>; Olshefski, Jonathan R <olshefski@rowan.edu>; Gower, Jill Kathleen <Gower@rowan.edu>;

Dear Vasil,

I apologize if you feel there was a perceived "argument" - there was not argument but the academic discourse over curricular benefits for our collective students. Which is why I inquired about the syllabi and content of your courses, to see the programming specifics.

Respectfully, I don't think you understood that we WANT Computer Science to be engaged with us and your expertise with Game Development and Programming/Coding. However, the CUGS in GAme Media Design is only art asset based. If you review our CUGS proposal - this is only a 12 credit certificate in the creation of the art and media assets of the games (the front-end art and interfaces) not coding. As you well understand in the GD industry, there are numerous avenues to create video games and the front end is what we are offering in 4 courses only - it is limited by credits and specific curricular focus.

The meetings we had last year were in planning a Game Design Concentration (now termed Minor) -- would have made it possible to have more courses, including addressing both the art and coding of games. A robust offering with more credits allotted and more time for the students to have breadth and depth to address both sides of Art and Development/Programming.

Again I would welcome and encourage you to develop and write a sister CUGS in Game Development and Programming, and I would be open and willing to help consult. I know our CCCA students would want both certificates, and strategically, this would give both our Colleges and Departments the opportunity to put our CUGS together in the future to create a foundation to offer an interdisciplinary Minor or even Major together.

Again, we hope CS students would want to learn how to make art and media for their game programming through the new CUGS in Game Media Design - your students and faculty are always welcome.

Thank you for your consultation, I will include the letter, and our email thread on the topic for the Senate to review.

Best regards,
Amanda

Amanda S. Almon, M.F.A. C.M.I.
Assistant Professor | Program Coordinator
Biomedical Art & Visualization
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From: Hnatyshin, Vasil Yaroslavovize
Sent: Tuesday, December 6, 2016 11:36 AM
To: Almon, Amanda S
Cc: Myers, Jack F; Conradi, Janet; Brand, Keith M.; Kopp, Andrew Matthew; Olshefski, Jonathan R; Gower, Jill Kathleen; Hnatyshin, Vasil Yaroslavovize
Subject: RE: New Letter of Consult? CUGS in Game Media Design

Amanda,

I have no time or desire to get into prolonger argument with you. I find such arguments to be very time consuming and extremely counter-productive. I am a bit disappointed that after numerous lengthy meetings on the subject that we had last year, the Computer Science Department was completely excluded from the conversation. I would much rather have CS part of the discussion from the start, instead of receiving a last minute request for consultation.

In any event, I'm including the final response to your request. Please note that, CS department has no real benefit from having the discussed CS courses included in your CUGS. Every time we offered these courses they were completely filled and there were a number of students on the waiting list unable to get it. The CS department genuinely believes that based on provided CUGS description, CS 07390 and CS 01.190, especially, fit well as electives in the program. Furthermore, inclusion of CS courses will make the CUGS in Game Media Design more accessible to CS students and thus will increase popularity and enrollments in the CUGS.

While I am bit puzzled by your reluctance to even entertain the idea of including CS courses in the CUGS, I wish you best of luck with you curriculum endeavors. I assume that this communication completes the CS department's responsibility of providing consultation for CUGS in Game Media Design proposal.

Sincerely,
Vasil Hnatyshin.

Vasil Hnatyshin, Ph.D.
Chair and Professor
Department of Computer Science

Rowan University
201 Mullica Hill Rd.
Glassboro, NJ, 08028
Phone: 856-256-4758

From: Almon, Amanda S
Sent: Friday, December 02, 2016 1:08 PM
To: Hnatyshin, Vasil Yaroslavovize <Hnatyshin@rowan.edu>
Cc: Myers, Jack F <myersjac@rowan.edu>; Conradi, Janet <conradi@rowan.edu>; Brand, Keith M. <brandk@rowan.edu>; Kopp, Andrew Matthew <kopp@rowan.edu>; Olshefski, Jonathan R <olshefski@rowan.edu>; Gower, Jill Kathleen <Gower@rowan.edu>
Subject: Re: New Letter of Consult? CUGS in Game Media Design

Hi V

Thank you for your response.

Are you teaching how to create art and the aesthetics of the game in the CS.1.90? If you are not teaching programming as this is Comp. Sciences expertise? When we reviewed this course, we noted there were significant issues with its content level, he amount of content, the overlap of Adrian teaching art and it being taught online with being a very generalized bucket survey ---with covering art production as main focus with integration of lite game maker coding over a huge variety of topics.

Therefore , for he group can you please attach to the syllabi and a sample lecture from both the courses that you want to include? So we can better understand your arguments for why computer science is teaching art and media and not specific coding for games in your courses.

If CS 07390 does coding and we mentioned adding engine based template coding in error in our proposal outcomes, we will remove this from the art/design media production requirements.

Again we would like this CUGS to focus on drawing, designing art, music and narratives for Games not coding or programming, as this is Computer Science's expertise. And please we encourage you to develop a sister CUGS in Game Development, where you can add these survey and coding based methodologies to your sequence, we can then track the students and encourage them to have both certificates. If we were working on a major or even minor, we would have more credits to address both game art/design and programming design but we have a limited number of credits and need all of the courses in our CUGS to meet the outcomes of art based game asset design.

Thank you for understanding.
Amanda

On Dec 2, 2016, at 12:16 PM, Hnatyshin, Vasil Yaroslavovize <Hnatyshin@rowan.edu> wrote:

> Hello Amanda,
>
> We fully understand the intend behind the CUGS in Game Media Design. However, the CS 01.190 Introduction to Computer Game Modeling is **not a programming course**. In fact, last year during our Game Design concentration meetings, we were contemplating adding programming material to this course because it focuses so much on general aspects and methodologies of computer game design.
>
> CS 01.190 Introduction to Computer Game Modeling is a well-established course, that have been offered for several years now. It has no pre-requisites and we offer it at least once every semester. I have a new adjunct faculty, who is very passionate about game design, to teach it online. We strongly believe that the topics covered in CS 01.190 Introduction to Computer Game Modeling align extremely well with the program goals and student learning outcomes of the proposed CUGS in Game Media Design. This course could be included as one of the elective in CUGS, which would not impact the 4 course limit.
>
> As for CS 07390 Introduction to Computer Game Design, it is a CS restricted elective. It focuses primarily on game development using Unity Game Engine. I believe this course aligns particularly well with your Student Outcome 3.3: "*Students will be encourage to experiment in the development of games through basic game engine awareness and pre-coded (drag and drop) behaviors for basic interactive play. (Example: utilizing intro level Unity to import and translate media assets into a game platform.)*". Against, this course would be a good option for electives in your CUGS, which will attract a lot of CS students to this program. We offer this course once a year in Fall.
>
> Adding both of these courses to the list of electives will likely increase interest among CS students for CUGS in Game Media Design. I expect more CS students will pursue CUGS in Game Media Design if these CS courses are part of the electives list. I do not see any detriment in making these minor changes to your proposal.

Jack may provide additional thoughts on this issue early next week.

Thank you again,
Vasil (VH).

Vasil Hnatyshin, Ph.D.
Chair and Professor
Department of Computer Science

Rowan University
201 Mullica Hill Rd.
Glassboro, NJ, 08028
Phone: 856-256-4758

From: Almon, Amanda S
Sent: Thursday, December 01, 2016 2:20 PM
To: Hnatyshin, Vasil Yaroslavovize <Hnatyshin@rowan.edu>
Cc: Myers, Jack F <myersjac@rowan.edu>; Conradi, Janet <conradi@rowan.edu>; Brand, Keith M. <brandk@rowan.edu>; Kopp, Andrew Matthew <kopp@rowan.edu>; Olshefski, Jonathan R <olshefski@rowan.edu>; Gower, Jill Kathleen <Gower@rowan.edu>
Subject: RE: New Letter of Consult? CUGS in Game Media Design

Hi V and jack,

Thank you for your letter of consult. I wanted to offer a couple of clarifications on our proposal.

We have only a limit of 4 courses for the CUGS in Game Media Design for a total for 12 credits, and we are offering courses from both Art and RTF – the curricular focus of this specific CUGS is to teach students ONLY how to draw/design and create art media and narrative assets for a game – no engines and no programming, no coding.

The CS 01.190 Introduction to Computer Game Modeling and CS07390 Introduction to Computer Game Design are programming/coding base from what I reviewed and our discussions last year. According to our discussion of specific expertise and interdisciplinary skills, as I understand the courses in Computer Science, do not teach the specific art techniques, skills and narrative construction for the game, but the programming and coding.

To clarify our proposal, we are not intending to teach Game coding in any part of the CUGS – only art and media assets / narrative and script development for the game. We were hoping and in support of Computer Science could offer a future "Sister CUGS" with 4 of your courses and perhaps with Computer Engineering (as they are also coding games) – which can offer the programming and coding "back-end" of the game. We are focusing on only the "front-end" of the game art and design, and we cannot with the curricular departmental/programmatic goals/outcomes in our current proposal include Computer Science's two courses. In addition, these two courses state "Introductory" - but have a series of pre-requisites that prevent or can prevent students for easily accessing the courses. The CUGS in Game Media Design are all Intro courses with a submitted/corresponding Process A to remove pre-requisites, so all majors have access for the certificate to learn how to create the art of the game.

I have cc:ed our curriculum Chair, Jan Conradi; Keith Brand, Chair of RTF (who was a lead on helping in the discussion of our proposal, along with Jon, Jill and Drew) – They can also help support that our CUGS has a limited number of courses and is focused on art and media and not the programmatic/coding portion of Computer Science's expertise. We addressed this idea and the support of a Game Programming or Developing CUGS in our proposal and we hope that you could consider adding the two courses, you have suggested to these new sequence.

Thank you
Amanda

From: Hnatyshin, Vasil Yaroslavovize
Sent: Thursday, December 01, 2016 1:47 PM
To: Almon, Amanda S <almon@rowan.edu>
Cc: Myers, Jack F <myersjac@rowan.edu>; Hnatyshin, Vasil Yaroslavovize <Hnatyshin@rowan.edu>
Subject: RE: New Letter of Consult? CUGS in Game Media Design

Hello Amanda,

Jack and I discussed this proposal and we both feel that the CUGS would benefit from inclusion of ***CS 01.190: Introduction to Computer Game Modeling***. Also, the current proposal will significantly reduce CS student interest in and ability to pursue this program. That is why we suggest that you consider also including ***CS 07390 - Introduction to Computer Game Design and Development***.

I'm attaching the formal letter of consultation with this message. The Computer Science Department is looking forward to working with the RTF and Arts departments on expanding computer game design and development curricular.

All the best,
Vasil (VH)

Vasil Hnatyshin, Ph.D.
Chair and Professor
Department of Computer Science

Rowan University
201 Mullica Hill Rd.
Glassboro, NJ, 08028
Phone: 856-256-4758

From: Almon, Amanda S
Sent: Thursday, December 01, 2016 12:20 PM
To: Hnatyshin, Vasil Yaroslavovize <Hnatyshin@rowan.edu>
Cc: Myers, Jack F <myersjac@rowan.edu>
Subject: Re: New Letter of Consult? CUGS in Game Media Design

Thank you V!!

Jack, if you have any questions or need anymore information! Please let me know! Happy to help.

Best
Amanda

On Dec 1, 2016, at 10:09 AM, Hnatyshin, Vasil Yaroslavovize <Hnatyshin@rowan.edu> wrote:

> Amanda,

I'm forwarding this message to Jack who will put together a consultation letter.

Thanks,
Vasil.

From: Almon, Amanda S
Sent: Thursday, December 01, 2016 8:17 AM
To: Hnatyshin, Vasil Yaroslavovize <Hnatyshin@rowan.edu>
Subject: New Letter of Consult? CUGS in Game Media Design

Hi V,

I wanted to reach out and ask you if you and Jack, Darren and/or your Comp Sci. Curriculum Committee would review our CUGS in Game Media Design Process E Proposal. We are only focusing on the Art and Media aspects of the game in this proposal and not the programming or coding. We are hoping that you and Comp Sci. put together a new CUGS in Game Programming or Coding, to be a future CUGS with the Game Media -- a "sister CUGS" for all of our students to cross over and earn two interdisciplinary certificates. It would be great if both of our proposals could be a joint degree program in the future.

If you would please review our proposal, and offer a letter of consult, I can add to our final packet for the Senate Curriculum Committee. We have sent this proposal through the Department of RTF, ART and our Collge of Communication and Creative Arts -- the feedback was strong but they wanted an additional letter from Computer Science -- which is of course very valid and reasonable.

In turn if you need any other information from us and/or a letter of consult to support new new game programming base CUGS - please let me know!

Best regards,
Amanda

Amanda S. Almon, M.F.A. C.M.I.
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<ProcessE_CUGSGameMedia_ART_F16.pdf>

To: Amanda Almon

From: Vasil Hnatyshin, Chair Computer Science Department
Jack Myers, Chair Computer Science Curriculum Committee

Date: 5 December 2016

Re: Final Consultation Letter on the Proposed CUGS Game Media Design

Thank you for responding to our consultation letter.

We appreciate your consideration for the inclusion *of CS 07390 - Introduction to Computer Game Design and Development* as an elective in the CUGS. While we think this would increase the interest of Computer Science majors in the CUGS, we respect your decision to exclude this.

However given the curriculum of *CS 01.190: Introduction to Computer Game Modeling,* we continue to believe it should be an elective in the CUGS. We find it interesting that your first response did not accept this course as an elective because it was **too programming based** *("The CS 01.190 Introduction to Computer Game Modeling and CS07390 Introduction to Computer Game Design are programming/coding base from what I reviewed and our discussions last year."*) and your second response did not accept this course as an elective because it was **not so programming based** ("…s*o we can better understand your arguments for why computer science is teaching art and media and not specific coding for games in your courses."*). [We also hope that you realize that Computer Science courses can legitimately have no or little programming content, for example in such fields as computer graphics, design, computer forensics, data communication and networking, etc.] Computer gaming, by its nature, is interdisciplinary and we are disheartened that you do not want to accept the course into the program.

While we believe it is in Rowan's best interest to accept CS 01.190 – a survey course without prerequisites that directly applies to almost all the Student Learning Goals and Outcomes as described in our previous letter – we are quite certain that protracted discussions between Computer Science and Art would not be in Rowan's best interest, especially given the perceived level of resistance to this course. Recognizing the importance of such a CUGS, we will not continue to lengthen your curricular process.

While we cannot endorse your CUGS proposal given the omission of a course we feel would enhance the quality of the CUGS and perhaps increase its enrollment, we certainly hope that this offering will be a great success.

Rowan University
Curriculum Proposal- LIBRARY RESOURCE FORM | *15-16*

This form ***MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CONTENT CHANGES TO A COURSE or PROGRAM.***

The purpose of this form is to provide a channel of communication between the Rowan University Libraries and the faculty to assure that adequate library resources are available for new courses and programs. It should also be completed if the content of a course or program has changed, in order to assure that resources are still sufficient. This form is not needed for minor changes that do not affect course content. (Updated: 11/13/2013)

Note: Sponsor(s) complete parts A, B & D
Forward this form to the appropriate librarian who will complete parts C & E

When form is completed, attach to the original curriculum proposal before submitting to the Senate office.

A. ***College:***	***Department:***
Proposed by	Date:

COURSE TITLE:

Anticipated Date for Course/Program Offering:

B. (Sponsor) ***List specific resources that should be acquired to support this course (if any).***
Learning from museums : visitor experiences and the making of meaning; Story and Simulations for Serious Games; Experiential Learning: A Best Practice Handbook for Educators and Trainers; Fundamentals of game design;Handbook of Experiential Learning ;Outdoor and Experiential Learning;Games That Teach: Experiential Activities for Reinforcing Training; Persuasive Games: The Expressive Power of Videogames ; Art of Game Design: A book of lenses;Game Design Workshop; Educational Games: Design, Learning and Applications;Serious Game Design and Development;Design and Implementation of Educational Games: Theoretical and Practical Perspectives; Critical Play: Radical Game Design; Beyond Fun: Serious Games & Media;Rules of Play: Game Design Fundamentals;What Video Games Have to Teach Us About Learning and Literacy;Augmented Learning; Total Engagement: Using Games and Virtual Worlds to Change The Way People Work and Businesses Compete;

C. (Librarian) ***Describe the resources available in the library to support this course/program, including books/e-books, journals/e-journals, databases, audio-visual materials, etc.***
A summary statement is sufficient.

Due to the interdisciplinary nature of this program, the library already has numerous resources on Digital Game Design to cover the needed topics. The library has at least 38 books/ebooks, and numerous journals such as Entertainment Computing, Journal of Computer Assisted Learning, DIGITAL GAMES: DESIGN REQUIREMENTS AND PLAYER PSYCHOLOGY, Games and Culture, and databases to help students

D. ***Sponsor comments and recommendations:***

No

E. ***Librarian comments & recommendations:***

The current cost estimate of books/ebooks requested by the sponsor is approximately $1,900.00, but could increase in the future as new editions become available.

Related proposals included in this recommendation:

LIBRARIAN LIAISON: Christine Davidian

Signature: Christine Davidian