

## Term Information

Effective Term Autumn 2017

## General Information

Course Bulletin Listing/Subject Area Design  
Fiscal Unit/Academic Org Design - D0230  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 4104  
Course Title Intermediate Game Design 1  
Transcript Abbreviation IntrmGameDsgn1  
Course Description Intermediate Game Design 1 introduces students to concepts for designing and prototyping digital games for entertainment, learning and social good. Students create, test, and play screen-based games developed in the course.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Laboratory  
Grade Roster Component Laboratory  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites DSN 3104  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 50.0404  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Analyze and deconstruct screen-based game systems, mechanics, rules, and goals
- Modify existing games to create purposeful content and apply programming concepts
- Apply skills and concepts to fully working new game prototypes

### Content Topic List

- Explore the elements of digital game design and game building software
- Experiment with the role of characters, aesthetics, scripting, lighting, sounds and animation by modifying and creating screen-based games
- Play-test, review, and iterate designs

## Attachments

- DSN\_4104\_syllabus.pdf: Syllabus  
*(Syllabus. Owner: Nini,Paul Joseph)*
- Letter\_of\_explanation\_Design.pdf: Letter  
*(Cover Letter. Owner: Nini,Paul Joseph)*
- Art\_concurrence.pdf: Concurrence  
*(Concurrence. Owner: Nini,Paul Joseph)*
- Comm\_concurrence.pdf: Concurrence  
*(Concurrence. Owner: Nini,Paul Joseph)*
- CSE\_concurrence.pdf: Concurrence  
*(Concurrence. Owner: Nini,Paul Joseph)*
- English\_concurrences.pdf: Concurrence  
*(Concurrence. Owner: Nini,Paul Joseph)*
- Design\_UG\_curr\_map\_revised\_Sp17.pdf: Curriculum map  
*(Other Supporting Documentation. Owner: Nini,Paul Joseph)*

## Comments

- Please upload updated curriculum map for your major(s) if this course will count in any way (e.g., as an elective) in your major(s). *(by Vankeerbergen,Bernadette Chantal on 01/03/2017 09:40 AM)*
- Please separate course topics in the future *(by Heysel,Garett Robert on 12/28/2016 09:29 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Nini,Paul Joseph	12/22/2016 10:49 AM	Submitted for Approval
Approved	Nini,Paul Joseph	12/22/2016 10:49 AM	Unit Approval
Approved	Heysel,Garett Robert	12/28/2016 09:29 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/03/2017 09:40 AM	ASCCAO Approval
Submitted	Nini,Paul Joseph	01/09/2017 01:19 PM	Submitted for Approval
Approved	Nini,Paul Joseph	01/09/2017 01:19 PM	Unit Approval
Approved	Heysel,Garett Robert	01/11/2017 04:48 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	01/11/2017 04:48 PM	ASCCAO Approval





December 8, 2016

TO: ASC Curriculum Committee

FROM: Dr. Mary Anne Beecher, Chair, Department of Design

RE: Proposal of Introduction to Game Design, Intermediate Game Design I, and Intermediate Game Design II

The Department of Design is proposing three courses focusing on game design from a user-centered perspective. The first course explores the fundamentals of game structure, motivation, and how designed components and actions can be developed to support designers' intent using analog materials and manual processes. The second and third of the three courses will introduce the use of software and digital tools to support game designers' intent using the resources and facilities that the research center offers.

These three courses are proposed to address two specific gaps in course offerings at Ohio State. First, we are proposing these courses to support a forthcoming new interdisciplinary minor program in Video Game Studies. This program will involve departments from the Arts and Humanities Division of ASC as well as Computer Science Engineering. The "Introduction to Game Design" course proposed here will serve as a required course for that minor to help students understand the premises of game mechanics and their relation to designed game components. The other two courses provide students with the opportunity to elect to focus their minor studies in more intermediate areas of game design and making.

We have also determined a general need for a sequence of undergraduate courses that focus on human-centered game design so that our students can explore how game structure and motivations for play can support emerging design practices. While courses on game programming and development are available to computer science majors and courses that incorporate content about the gamification of specific fields of study such as education and economics exist, students in the creative fields do not have access to a sequence of courses that are geared toward preparing students to make games using a systematic and user-centered focus. Design students need the option to explore the acquisition of game design knowledge into their practices, so these courses hold the potential to address the needs of majors and non-majors alike.

The Department of Design has two full-time faculty members with specific expertise in the realm of game design who are well suited to instructing these courses and are eager to do so. Please let me know if you have any questions.

Sincerely,

Dr. Mary Anne Beecher, Chair  
Department of Design

**DSN 4104****Intermediate Game Design 1: Screen-based Interaction****Credits: 3****Instructor:** Alan Price

Office Location: 331 Sullivant Hall

Office Hours: tbd

[price.566@osu.edu](mailto:price.566@osu.edu)**Meeting Times and Days:** tbd**Location:** tbd**COURSE DESCRIPTION**

Introduction to concepts for design and prototyping of digital games for entertainment, learning and social good.

**COURSE OBJECTIVES**

- Develop a foundation for understanding digital game design process based on the analysis and deconstruction of game systems, mechanics, rules, and goals.
- Develop critical thinking and approaches for user experience design and cultural contexts within which games take on purposefulness.
- Learn concepts for content creation and programming through modification of provided examples.
- Apply learned skills and concepts in individual and team collaborations to develop fully working prototypes

**FORMAT OF INSTRUCTION**

Lab (studio) with lectures and demonstrations with time given to individual and group work during class hours. Assignments and exercises will be given to aid in learning topics and evaluation of progress. Students are expected to participate in presentations and critique of completed work and works in progress. Contact hours per week: Two 2 hour 40 minute sessions per week.

**PREREQUISITES**

Design 3104: Game Design I

A course in computer modeling and animation is highly recommended but not required.

A course in programming (C#, C++, Javascript, Python, Processing) is recommended but not required.

**REQUIRED TEXTS AND COURSE MATERIALS**Schell, Jesse. *The Art of Game Design: A Book of Lenses*. Morgan Kaufmann, 2008. Book.Lemarchand, Richard. *Attention, Not Immersion*. Game Developers Conference, 2012. PDF file.Unity Tutorial Videos, <https://unity3d.com/learn/tutorials> Online videos.

## GRADING INFORMATION

Coursework assignments will consist of written response papers, exercises/tutorials, two intermediate projects, and one final project. Evaluation is based on completeness, ability to work in assigned groups, technical execution, craftsmanship, clarity of presentation, and fulfillment of stated assignment goals.

Written response paper #1	5 points
Written response paper #2	5 points
Written response paper #3	5 points
Tutorial exercise	10 points
Game Modification assignment	20 points
Prototyping and Play-testing assignment	25 points
Final Game Project	30 points

Ohio State's Standard Grading Scheme:

93-100 (A), 90-92.9 (A-), 87-89.9 (B+), 83-86.9 (B), 80-82.9 (B-), 77-79.9 (C+), 73-76.9 (C), 70-72.9 (C-), 67-69.9 (D+), 60-66.9 (D), Below 60 (E)

## WEEKLY TOPICAL OUTLINE OF COURSE MEETINGS

Week 1.1 –

Lecture: Introduction and overview.

Class activity: Drawing a board game introduction session.

Reading assigned: *The Art of Game Design: A Book of Lenses*, Chapter 8: The Game is Made for a Player (Psychographics/LeBlanc's Taxonomy), pgs 97-108, and Chapter 26: The Team Builds a Game with Technology, pgs 403-412. Response papers #1 due in one week.

Week 1.2 –

Lecture: Elements of digital game design.

Demonstration: Introduction to Unity software for game authoring.

Assigned: Viewing of video tutorials under heading "Using the Unity Interface"

<https://unity3d.com/learn/tutorials/topics/interface-essentials>

Week 2.1 –

Demonstrations: Review of Unity software interface, Q&A. Introduction to first tutorial exercise.

Assigned: Viewing of video tutorials "Introduction", "Environment and Player", "Camera and Play Area"

<https://unity3d.com/learn/tutorials/projects/roll-ball-tutorial> Complete tutorial due in one week.

Due: Written response paper #1 to *The Art of Game Design: A Book of Lenses (chapters pertaining to concepts for digital games, or ideation)*

Week 2.2 –

Demonstration and class activity: Continuation of first tutorial exercise.

Assigned: Viewing of video tutorials "Collecting, Scoring and Building the Game"

<https://unity3d.com/learn/tutorials/projects/roll-ball-tutorial>

Week 3.1 –

Lecture/demonstration: Analysis and expansion of tutorial concepts.

Class activity: Work on completion of game tutorial.

Due: Completed first tutorial exercise.

### Week 3.2 –

Lecture: Pseudocode for developing program logic for gameplay. Working from existing source code.  
Assigned: Game Mod Project: Develop a modification based on the first tutorial exercise. Introduce new actions, rules, challenges, and/or goals. Project due in two weeks.

### Week 4.1 –

Class activity: Individual review of proposed game modifications. Individual instruction and guidance.  
Due: Proposals for Game Mod project: Sketches and pseudocode outlines.

### Week 4.2 -

Demonstrations: Example problem-solving for selected proposed game modifications. Importing FBX models. Basics of shaders and textures in Unity.  
Class activity: Working on Game Mod project.

### Week 5.1 –

Demonstrations: Importing animation to Unity. Methods for triggering animation playback. Creating animation in Unity with the animation window and with scripting.  
Class activity: Working on Game Mod project.

### Week 5.2 –

Demonstrations: GUI template for Game Mods. User input methods. Launching and exiting the game.  
Class activity: Working on Game Mod project.

### Week 6.1 –

Class activity: Play-testing session, presentation and critique of all completed Game Mod projects.  
Due: Completed Game Mod projects.

### Week 6.2 -

Lecture/demonstration: Mechanics Dynamics Aesthetics (MDA) Framework. Prototyping game mechanics in Unity.  
Reading assigned: *The Art of Game Design: A Book of Lenses*, Chapter 7: The Game Improves Through Iteration, pgs 75-94, Chapter 10: Some Elements are Game Mechanics, pgs 129-152, and Chapter 25: Good Games are Created Through Playtesting, pgs 389-396. Response papers #2 due in one week.

Week 7.1 – Lecture/demonstration: Concepts for level design. Path-finding and Nav-meshes.

Reading assigned: *The Art of Game Design: A Book of Lenses*, Chapter 19: Worlds Contain Spaces, pgs 329-343.

Assigned: Prototyping and Play-testing project: Develop a level with focus on game mechanics through an iterative process of prototype and play-testing. Due in three weeks.

### Week 7.2 -

Lecture/demonstration: Player characters and Non-Player characters (NPC)

Class activity: Discussion on game mechanics and level design. Working on Prototyping and Play-testing project.

Due: Written response papers #2 on *The Art of Game Design: A Book of Lenses*, chapters on Iteration, Mechanics, and Playtesting.

Week 8.1 –

Lecture/demonstration: Collision and proximity detection. Ray-casting for selections and manipulation.  
Class activity: Working on Prototyping and Play-testing project.

Week 8.2 -

Lecture/demonstration: Scripting and problem-solving with hierarchies and animation principles.  
Class activity: Working on Prototyping and Play-testing project.

Week 9.1–

Lecture/demonstration: Interpolation methods.  
Class activity: Working on Prototyping and Play-testing project.

Week 9.2 -

Lecture/demonstration: Sharing data and messages between objects and scripts.  
Class activity: Working on Prototyping and Play-testing project.

Week 10 .1 –

Class activity: Presentation and critique of Prototyping and Play-testing project.  
Due: Prototyping and Play-testing project.  
Reading assigned: *Attention, Not Immersion* by Richard Lemarchand. Response papers #3 due in one week.

Week 10.2 -

Class activity: Presentation and critique of Prototyping and Play-testing project, cont'd  
Assigned: Final Game project with Game Design Document.

Week 11.1 – Lecture/demonstration: Lighting and Shadows.

Class activity: Individual proposal review and approvals of Final Game project.  
Due: Written response papers #3 on *Attention, Not Immersion* by Richard Lemarchand.

Week 11.2 -

Lecture/demonstration: Indirect lighting and light-mapping.  
Class activity: Individual proposal review and approvals of Final Game project.

Week 12.1 –

Demonstrations: Example problem-solving for selected proposed Final Game projects.  
Due: Written response papers on *Attention, Not Immersion* by Richard Lemarchand.

Week 12.2 -

Demonstrations: Example problem-solving for selected proposed Final Game projects.  
Class activity: Working on Final Game project.

Week 13.1 -

Lecture/demonstration: Audio, 2D and 3D.  
Class activity: Working on Final Game project.

Week 13.2 –

Lecture/demonstration: Game controllers, Input.  
Class activity: Working on Final Game project.



Week 14.1 -

Lecture/demonstration: Saving game state, read/write to external files.

Class activity: Working on Final Game project.

Week 14.2 -

Lecture/demonstration: Multiplayer, split screen.

Class activity: Working on Final Game project.

Week 15.1 –

Lecture/demonstration: Level of Detail (LOD), Occlusion Culling, Optimization.

Class activity: Working on Final Game project.

Week 15.2 -

Class activity: Working on Final Game project.

Week 16 - Finals

Class activity: Presentation and critique of Final Game projects.

### **STATEMENT ON ACADEMIC MISCONDUCT**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

### **STATEMENT ON DISABILITY SERVICES**

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).



November 28<sup>th</sup>, 2016

I have reviewed the concurrence request for the department of Design's proposed suite of courses, Game Design 1, 2, and 3. The proposal went to Art faculty who teach in the Art and Technology emphasis area as this is the closest overlap.

The three faculty in that area generally agree that there is great interest in this area and that a broader curriculum could be supported. The Department of Art currently teaches two courses that involve games, Art Games 5001 and Oculus Rift 5881 that uses the unity game engine.

The department of Art grants concurrence and looks forward to being included in continuing discussions in this developing area.

Rebecca Harvey

Chair, Dept. Of Art

**The Ohio State University  
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

**Design DSN 3XXX Game Design 1: Principles and Practice**


Initiating Academic Unit	Course Number	Course Title	
New			11/9/2016
Type of Proposal (New, Change, Withdrawal, or other)			Date request sent
Communication			11/16/2016
Academic Unit Asked to Review			Date response needed

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The School of Communication grants concurrence for this course.

**Signatures**

1.		Director	Communication	11/15/16
	Name	Position	Unit	Date
2.		Position	Unit	Date
	Name	Position	Unit	Date
3.		Position	Unit	Date
	Name	Position	Unit	Date

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An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

Design/ACCAD DSN 4XXX/ACCAD 4XXXX Game Design 2: Screen-based Interaction

Initiating Academic Unit	Course Number	Course Title
New		
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
Communication		11/16/2016
Academic Unit Asked to Review		Date response needed

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The School of Communication grants concurrence for this course as proposed.

**Signatures**

1. Name	Director Position	Communication Unit	11/15/16 Date
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2. Name	Position	Unit	Date
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3. Name	Position	Unit	Date
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An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

Design and ACCAD DSN 4XXX/ACCAD 4XXX Game Design 3: Mobile Apps, Networked Interaction, and Social Media


Initiating Academic Unit	Course Number	Course Title	
New			11/9/2016
Type of Proposal (New, Change, Withdrawal, or other)			Date request sent
Communication			11/16/2016
Academic Unit Asked to Review			Date response needed

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The School of Communication grants concurrence for this course as proposed.

**Signatures**

1.		Director	Communication	11/15/16
	Name	Position	Unit	Date
2.		Position	Unit	Date
	Name	Position	Unit	Date
3.		Position	Unit	Date
	Name	Position	Unit	Date

**From:** "Paul A. G. Sivilotti" <[paolo@cse.ohio-state.edu](mailto:paolo@cse.ohio-state.edu)>  
**Date:** December 8, 2016 at 1:18:16 PM EST  
**To:** "Beecher, Mary A." <[beecher.17@osu.edu](mailto:beecher.17@osu.edu)>  
**Subject: Re: Deadline adjustment for concurrence request...**

Hi Mary Anne--

CSE concurs with the offering of the courses  
Game Design I, II, and III.

Best wishes,  
--paul

On 12/5/2016 1:53 PM, Beecher, Mary A. wrote:  
Hi Paul, Thank you for the update last Thursday. I appreciate having more information on the context surrounding the conversation occurring in your department. Here are a couple of additional points it may help to consider...

First, several members of my department have had many conversations over the last months and years with members of your department on the value of offering courses that are focused on visual design principles, game design with a focus on user experience, and crafting compelling visual stories from a design perspective that would complement what CSE students learn in their own courses. As an example, I worked closely with Raghu last year to establish a complementary set of learning experiences that focus on data visualization for students in data analytics, for example. There seems to be a pervasive opinion that there is a benefit to having that kind of opportunity for computer science students. The proposed Game Design 2 and 3 courses could provide just such an opportunity. Likewise, should CSE develop courses without prerequisites that would teach non-majors some coding and an understanding of what it takes to write the programs that produce video games, I would hope that students in design would gravitate toward them to increase their understanding of the engineering processes that are related to game development. I don't see what each unit is providing as the same or even that they should be understood as in competition with one another. We all have the resource challenges you mention, and it would not make sense to me for us to attempt to duplicate what is being taught in CSE if students can access it, and I would hope that faculty in your department would recognize that game design from a human-centered perspective would be more appropriate coming from design than from computer science. I am very supportive of our having conversations together about how we can each be building expertise that is complementary and also to explore potential research collaborations...

But secondly, as I noted on 11/29, given that you do not currently have such courses for non-majors and are still considering whether or not you have the capacity to develop any as you have to turn away so many majors from CSE, I'm not sure I understand how our request for concurrence for these courses is related to the debate. If the courses do not currently exist, then as I noted before, concurrence is just a statement that the proposed courses are not currently being offered by your unit and from my review of the syllabi you sent me, they are not. So I'll presume that I'll hear from you again by Thursday...

Thanks again for your work on this, Mary Anne

-----Original Message----- From: Sivilotti, Paul Sent: Thursday, December 1, 2016 1:01 PM To: Beecher, Mary A. <[beecher.17@osu.edu](mailto:beecher.17@osu.edu)> Subject: Re: Deadline adjustment for concurrence request...

Hi Mary Anne--

Sorry for the delay on my end. I should have been keeping you in the loop. The last two weeks have been a bit more chaotic than expected and I'm still trying to get people together to work out some differences of opinion face-to-face.

Can I have one more week to give you a response?

Briefly, though, just so you know where things stand here, we have a fairly large graphics group in CSE, with many courses related to game development and even an undergraduate specialization for our majors called "Graphics and Game Design". Among our existing courses, there are 2 in particular that have the most direct overlap with Design 2 as described in your previous email: CSE 3902: Design, Development and Documentation of Interactive Systems CSE 3541: Computer Games and Animation Techniques

CSE 3902 introduces (and heavily uses) Unity as the students design and develop a game through the semester. The difference, of course, is that CSE 3902 (and 3541) requires a strong programming background. It is designed for our majors. The intended audience for Design 2 is obviously different.

Nevertheless, the issue we have to confront in CSE is how to (and whether to) accommodate non-majors with course offerings, either existing or newly developed. This is tricky for us now strictly from a resource point of view: We are closing about half of the students who want to major in CSE or CIS out of the major because of limits on

teaching capacity. So the ideals of curriculum development are coming up against the realities of resource availability.

I think there are opportunities for our various units to collaborate in this area, so I'm optimistic we can figure something out. But, as I said, I haven't yet built a consensus among folks on this end.

--paul



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Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

Initiating Academic Unit	Course Number	Course Title
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
Academic Unit Asked to Review		Date response needed

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).  
 The Department of English supports the proposal.

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**Signatures**

<b>Clare Simmons</b>	<small>Digitally signed by Clare Simmons Date: 2016.11.14 08:10:16 -0500</small>	11/14/2016	
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

<b>The Ohio State University</b> <b>College of the Arts and Sciences Concurrence Form</b>
--

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Type of Proposal (New, Change, Withdrawal, or other)	Date request sent	
Academic Unit Asked to Review	Date response needed	

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).  
 The Department of English supports the proposal

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**Signatures**

11/14/2016

1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

<b>The Ohio State University</b> <b>College of the Arts and Sciences Concurrence Form</b>
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An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

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**A. Proposal to review**

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Academic Unit Asked to Review	Date response needed	

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).  
 The Department of English supports the proposal.

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**Signatures** 11/14/2016

1.	Name	Position	Unit	Date
2.	Name	Position	Unit	Date
3.	Name	Position	Unit	Date

## Department of Design Undergraduate Programs Goals

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### 1. Thinking

Students acquire abilities to address Design opportunities, including the skills of problem identification, formulation, qualitative and quantitative research, analysis, synthesis, prototyping, user-testing, and evaluation of outcomes.

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### 2. Doing

Students acquire competency with tools, technologies, skills and materials in the exploration, creation, and production of products, artifacts, environments, systems, communications solutions and services.

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### 3. Practice

Students demonstrate understanding of basic professional practices, including the ability to communicate, document, organize and lead work productively as team members able to adapt to the evolving role of Design.

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### 4. Scope

Students demonstrate understanding of the role and responsibility of Design in the local and global context, including the foundational comprehension and application of ethical concepts of sustainable development, social innovation and human-centered design to practice.

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### 5. Context

Students demonstrate knowledge of established and emerging theory and practice, including critical thinking and an understanding of interdisciplinary relationships in order to recognize and act on opportunities.

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### 6. Role

Students acquire the ability to recognize the role of the Designer as the expert practitioner and/or catalyst for collective creativity.

# Industrial Design Major

Bachelor of Science in Design (BSD), College of Arts and Sciences

**PROGRAM LEARNING GOALS: #1 OF 2**

**Goal 1: Thinking      Goal 2: Doing      Goal 3: Practice      Goal 4: Scope      Goal 5: Context      Goal 6: Role**

Required Courses	Goal 1: Thinking	Goal 2: Doing	Goal 3: Practice	Goal 4: Scope	Goal 5: Context	Goal 6: Role
<b>2110: D. Fundamentals 1</b>	Beginning	Beginning				
<b>2310: Vis. Principles 1</b>	Beginning	Beginning				
<b>2700: Intro. to D. Practice</b>			Beginning	Beginning	Beginning	Beginning
<b>2130: D.Fundamentals 3</b>	Beginning	Beginning/Interm	Beginning			
<b>2330: Vis. Principles 3</b>	Beginning	Beginning/Interm	Beginning			
<b>2750: D. History</b>			Beginning	Beginning	Beginning	Beginning
<b>3101: Intro. to IND 1</b>	Beginning/Interm	Beginning/Interm	Beginning			Beginning
<b>3200: D. Research 1</b>	Beginning		Beginning		Beginning	Beginning
<b>3301: Vis Strategies IND 1</b>		Intermediate	Intermediate			
<b>3400: D. Media 1</b>	Beginning/Interm	Beginning/Interm	Beginning/Interm			
<b>3151: Intro. to IND 2</b>	Intermediate	Beginning/Interm	Beginning/Interm			Beginning
<b>3450: D. Media 2</b>	Beginning					
<b>3550: Materials+Processes</b>			Intermediate	Intermediate	Intermediate	
<b>4101: Intermediate IND 1</b>	Intermediate	Intermediate	Intermediate			Beginning/Interm
<b>4200: D. Research 2</b>	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm
<b>4400: D. Media 3</b>	Intermediate	Intermediate	Intermediate			Beginning/Interm
<b>4151: Intermediate IND 2</b>	Intermediate	Intermediate	Intermediate			Beginning/Interm
<b>4650: Collaborative D.</b>		Intermediate		Intermediate	Advanced	
<b>4750: Prof. Practices</b>			Intermediate	Intermediate	Intermediate	
<b>4797: Study Abroad</b>	Intermediate	Intermediate			Advanced	Intermediate
<b>5101: Advanced IND 1</b>	Advanced	Advanced	Advanced	Interm/Advanced	Interm/Advanced	Intermediate
<b>5200: D. Research 3</b>	Interm/Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Interm/Advanced
<b>5151: Advanced IND 2</b>	Advanced	Advanced	Advanced	Interm/Advanced	Advanced	Advanced
<b>5301: Vis Strategies IND 2</b>	Interm/Advanced	Interm/Advanced	Interm/Advanced			Advanced
<b>5800: D. Seminar</b>	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced

# Industrial Design Major

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**PROGRAM LEARNING GOALS: #2 OF 2**

**Goal 1: Thinking      Goal 2: Doing      Goal 3: Practice      Goal 4: Scope      Goal 5: Context      Goal 6: Role**

<b>Elective Courses</b>						
<b>3104:</b> Intro Game Dsgn	Beginning	Beginning	Beginning	Beginning	Beginning	
<b>4104:</b> Intrm Game Dsgn 1	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
<b>4154:</b> Intrm Game Dsgn 2	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
<b>5191:</b> Internship	Intermediate	Intermediate	Advanced	Intermediate	Intermediate	Intermediate
<b>5193:</b> Individual Studies	Intermediate	Intermediate			Advanced	
<b>5194:</b> Group Studies	Intermediate	Intermediate			Advanced	
<b>5600E:</b> Design Matters: Embedded	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
<b>5600S:</b> Design Matters: Service	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
<b>5798:</b> Study Tour	Advanced	Intermediate	Advanced	Intermediate	Intermediate	Advanced
<b>5998:</b> UG Schlrshp: Creative	Advanced			Advanced	Advanced	
<b>5998H:</b> Honors UG Schlrshp: Creative	Advanced			Advanced	Advanced	
<b>5999:</b> UG Schlrshp: Writing	Advanced			Advanced	Advanced	
<b>5999H:</b> Honors UG Schlrshp: Writing	Advanced			Advanced	Advanced	

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**PROGRAM LEARNING GOALS: #1 OF 2**

<b>Goal 1:</b>	<b>Goal 2:</b>	<b>Goal 3:</b>	<b>Goal 4:</b>	<b>Goal 5:</b>	<b>Goal 6:</b>
<b>Thinking</b>	<b>Doing</b>	<b>Practice</b>	<b>Scope</b>	<b>Context</b>	<b>Role</b>

Required Courses	Thinking	Doing	Practice	Scope	Context	Role
2110: D. Fundamentals 1	Beginning	Beginning				
2310: Vis. Principles 1	Beginning	Beginning				
2700: Intro. to D. Practice			Beginning	Beginning	Beginning	Beginning
2130: D.Fundamentals 3	Beginning	Beginning/Interm	Beginning			
2330: Vis. Principles 3	Beginning	Beginning/Interm	Beginning			
2750: D. History			Beginning	Beginning	Beginning	Beginning
3102: Intro. to INT 1	Beginning/Interm	Beginning/Interm	Beginning			Beginning
3200: D. Research 1	Beginning		Beginning		Beginning	Beginning
3302: Vis Strategies INT 1		Intermediate	Intermediate			
3400: D. Media 1	Beginning/Interm	Beginning/Interm	Beginning/Interm			
3152: Intro. to INT 2	Intermediate	Beginning/Interm	Beginning/Interm			Beginning
3450: D. Media 2	Beginning					
3552: INT D. Tech 1			Intermediate	Intermediate	Intermediate	
4102: Intermediate INT 1	Intermediate	Intermediate	Intermediate			Beginning/Interm
4200: D. Research 2	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm
4302: Vis Strategies INT 2	Intermediate	Intermediate	Intermediate			Beginning/Interm
4502: INT D. Tech 2	Intermediate	Intermediate	Intermediate			Beginning/Interm
4152: Intermediate INT 2	Intermediate	Intermediate	Intermediate			Beginning/Interm
4650: Collaborative D.		Intermediate		Intermediate	Advanced	
4750: Prof. Practices			Intermediate	Intermediate	Intermediate	
4797: Study Abroad	Intermediate	Intermediate			Advanced	Intermediate
5102: Advanced INT 1	Advanced	Advanced	Advanced	Interm/Advanced	Interm/Advanced	Intermediate
5200: D. Research 3	Interm/Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Interm/Advanced
5502: INT D. Tech 3	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced
5152: Advanced INT 2	Advanced	Advanced	Advanced	Interm/Advanced	Advanced	Advanced
5552: INT D. Tech 4	Interm/Advanced	Interm/Advanced	Interm/Advanced			Advanced

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**PROGRAM LEARNING GOALS: #2 OF 2**

**Goal 1: Thinking      Goal 2: Doing      Goal 3: Practice      Goal 4: Scope      Goal 5: Context      Goal 6: Role**

<b>Elective Courses</b>						
<b>3104:</b> Intro Game Dsgn	Beginning	Beginning	Beginning	Beginning	Beginning	
<b>4104:</b> Intrm Game Dsgn 1	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
<b>4154:</b> Intrm Game Dsgn 2	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
<b>5191:</b> Internship	Intermediate	Intermediate	Advanced	Intermediate	Intermediate	Intermediate
<b>5193:</b> Individual Studies	Intermediate	Intermediate			Advanced	
<b>5194:</b> Group Studies	Intermediate	Intermediate			Advanced	
<b>5600E:</b> Design Matters: Embedded	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
<b>5600S:</b> Design Matters: Service	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
<b>5798:</b> Study Tour	Advanced	Intermediate	Advanced	Intermediate	Intermediate	Advanced
<b>5998:</b> UG Schlrshp: Creative	Advanced			Advanced	Advanced	
<b>5998H:</b> Honors UG Schlrshp: Creative	Advanced			Advanced	Advanced	
<b>5999:</b> UG Schlrshp: Writing	Advanced			Advanced	Advanced	
<b>5999H:</b> Honors UG Schlrshp: Writing	Advanced			Advanced	Advanced	



# Visual Communication Design Major

Bachelor of Science in Design (BSD), College of Arts and Sciences

## PROGRAM LEARNING GOALS: #1 OF 2

**Goal 1: Thinking**      **Goal 2: Doing**      **Goal 3: Practice**      **Goal 4: Scope**      **Goal 5: Context**      **Goal 6: Role**

Required Courses	Goal 1: Thinking	Goal 2: Doing	Goal 3: Practice	Goal 4: Scope	Goal 5: Context	Goal 6: Role
2110: D. Fundamentals 1	Beginning	Beginning				
2310: Vis. Principles 1	Beginning	Beginning				
2700: Intro. to D. Practice			Beginning	Beginning	Beginning	Beginning
2130: D.Fundamentals 3	Beginning	Beginning/Interm	Beginning			
2330: Vis. Principles 3	Beginning	Beginning/Interm	Beginning			
2750: D. History			Beginning	Beginning	Beginning	Beginning
3103: Intro. to VCD 1	Beginning/Interm	Beginning/Interm	Beginning			Beginning
3200: D. Research 1	Beginning		Beginning		Beginning	Beginning
3400: D. Media 1	Beginning/Interm	Beginning/Interm	Beginning/Interm			
3503: Typographic			Intermediate	Beginning	Beginning	
3153: Intro. to VCD 2	Intermediate	Beginning/Interm	Beginning/Interm			Beginning
3450: D. Media 2	Beginning					
3550: Materials+Processes				Intermediate	Intermediate	
4103: Intermediate VCD 1	Intermediate	Intermediate	Intermediate			Beginning/Interm
4200: D. Research 2	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm
4400: D. Media 3	Intermediate					
4153: Intermediate VCD 2	Intermediate	Intermediate	Intermediate			Beginning/Interm
4650: Collaborative D.		Intermediate		Intermediate	Advanced	
4750: Prof. Practices			Intermediate	Intermediate	Intermediate	
4797: Study Abroad	Intermediate	Intermediate			Advanced	Intermediate
5103: Advanced VCD 1	Advanced	Advanced	Advanced	Interm/Advanced	Interm/Advanced	Intermediate
5200: D. Research 3	Interm/Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Interm/Advanced
5800: D. Seminar	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced
5153: Advanced VCD 2	Advanced	Advanced	Advanced	Interm/Advanced	Advanced	Advanced
5453: VCD Media 4	Advanced	Intermediate				Advanced

# Visual Communication Design Major

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**PROGRAM LEARNING GOALS: #2 OF 2**

**Goal 1: Thinking**      **Goal 2: Doing**      **Goal 3: Practice**      **Goal 4: Scope**      **Goal 5: Context**      **Goal 6: Role**

<b>Elective Courses</b>						
<b>3104:</b> Intro Game Dsgn	Beginning	Beginning	Beginning	Beginning	Beginning	
<b>4104:</b> Intrm Game Dsgn 1	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
<b>4154:</b> Intrm Game Dsgn 2	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
<b>5191:</b> Internship	Intermediate	Intermediate	Advanced	Intermediate	Intermediate	Intermediate
<b>5193:</b> Individual Studies	Intermediate	Intermediate			Advanced	
<b>5194:</b> Group Studies	Intermediate	Intermediate			Advanced	
<b>5600E:</b> Design Matters: Embedded	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
<b>5600S:</b> Design Matters: Service	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
<b>5798:</b> Study Tour	Advanced	Intermediate	Advanced	Intermediate	Intermediate	Advanced
<b>5998:</b> UG Schlrshp: Creative	Advanced			Advanced	Advanced	
<b>5998H:</b> Honors UG Schlrshp: Creative	Advanced			Advanced	Advanced	
<b>5999:</b> UG Schlrshp: Writing	Advanced			Advanced	Advanced	
<b>5999H:</b> Honors UG Schlrshp: Writing	Advanced			Advanced	Advanced	