

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 3104
Course Title Introduction to Game Design
Transcript Abbreviation IntroGameDsgn
Course Description Introduction to Game Design introduces students to the principles of game design and provides opportunities for them to be put into practice using analog materials and methods. Students explore what motivates play, risk-taking and reward systems, and the visual design of games for serious applications and leisure. Create, test, and play 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
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

- Identify and deconstruct patterns of interactions
- Assess and rebalance relationships between competing game logic and design systems as needed
- Create, test, iterate and discuss analog 'table-top' games as to goals, win-conditions, and risk

Content Topic List

- Game design vocabulary
- Understanding game loop, goals, and win/lose conditions
- Risk-taking + rewards systems
- Aesthetics + visual design

Attachments

- DSN_3104_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 09:42 AM)*

COURSE REQUEST
3104 - Status: PENDING

Last Updated: Heysel,Garett Robert
01/11/2017

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Nini,Paul Joseph	12/22/2016 10:43 AM	Submitted for Approval
Approved	Nini,Paul Joseph	12/22/2016 10:44 AM	Unit Approval
Approved	Heysel,Garett Robert	12/28/2016 09:31 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/03/2017 09:42 AM	ASCCAO Approval
Submitted	Nini,Paul Joseph	01/09/2017 01:13 PM	Submitted for Approval
Approved	Nini,Paul Joseph	01/09/2017 01:14 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

Course Number: DSN 3104

Title: Introduction to Game Design

Instructor: Scott Swearingen

125 Hayes Hall

Office Hours: tbd

Swearingen.16@osu.edu

Meeting Times and Days: tbd

Location: tbd

Format: Lecture / Studio

Contact Hours: 160 minutes/week

Description: Introduction to Game Design introduces students to the principles of game design and provides opportunities for them to be put into practice in an analog setting.

Learning Objectives: After completing this course, students will be able to:

- Identify patterns of interest and interactions within complex systems
- Deconstruct these systems and communicate them effectively to others
- Assess the relationship between competing game logic and design systems to rebalance them as needed
- Create and discuss games in terms of goals, win-conditions, and risk
- Apply visual feedback to interactive and experiential media
- Test, critique and iterate analog, 'table-top' games

Required Reading:

- Costikyan, Greg. *I Have No Words & I Must Design: Toward a Critical Vocabulary for Games*. Tampere University Press, 2002. Proceedings of Computer Games and Digital Cultures Conference, ed. Frans Mayra.
- Schell, Jesse. *The Art of Game Design: A Book of Lenses*. Morgan Kaufmann, 2008. Book.

Required Materials: Standard deck of playing cards, 1 pack of blank index cards, pair of dice, set of 6 colored markers

Format and length for all projects and papers will be provided in tandem with given assignments.

Assignment Breakdown:

Assignment 1: 5%

Assignment 2: 10%

Assignment 3 (Group Project): 25%

Assignment 4 (Group Project): 25%

Assignment 5 (Group Project): 25%

Participation: 10%

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)

Late Submissions:

It is anticipated that all due dates will be met. However, in the event that a student requests and is granted a deferral for medical or other compassionate reasons, finished work received by the agreed upon extended due date will be accepted without penalty. Late submissions without a pre-approved deferral will not be accepted. Students seeking deferrals must provide medical and/or other documentation to the instructor at the time their work is submitted.

Attendance policy:

All students are required to be on time and in attendance for each and every class. Two (2) absences will lower a final grade by 1/3 a letter. Three (3) absences will lower a final grade by one letter. Four (4) absences will result in a failing grade ("E") for the course.

Week 01:

TOPICS

(T) Introduction to the Game Design Process

(R) Forming a Common Vocabulary

Reading: *I Have No Words & I Must Design*: p. 9-17

Assignment 1: Write a one-page analysis of a game of your choice, describing how player experience changes over time. **(Due in 1 week)**

Week 02:

TOPICS

(T) Rules and Systems

(R) Player-facing Design and 'User Stories'

Reading: *I Have No Words & I Must Design*: p. 17-33

Assignment 2: Deconstruct a player-input system from a game of your choice (digital or analog), and create a 'one-sheet' that illustrates it using a flowchart. Be sure to include any resulting feedback that the game provides. **(Due in 1 week)**

Week 03:

TOPICS

(T) The Game Loop, Goals, and Win/Lose Conditions

(R) Game Modifications

Reading: *The Art of Game Design: A Book of Lenses*: p. 144-149 (excerpt Chapter 10)

Assignment 3 (Group Project): Customize a deck of cards with new rules for each suit. Make use of your dice. Create modifiers with your index cards. Include a rule sheet. **(Due in 4 weeks)**

Week 04:

TOPICS

(T) Risk-taking and Reward Systems

(R) **WORK DAY**

Reading: *The Art of Game Design: A Book of Lenses*: p. 188-194 (excerpt Chapter 11)

Week 05:

TOPICS

(T) Discrete Space vs. Continuous Space

(R) **CRITIQUE: Assignment 3 (Group Project) – MID REVIEW**

Reading: *The Art of Game Design: A Book of Lenses*: p. 131-135 (excerpt Chapter 10)

Week 06:

TOPICS

(T) Game Balancing – Symmetrical vs. Asymmetrical Games

(R) **WORK DAY**

Reading: *The Art of Game Design: A Book of Lenses*: p. 172-188 (excerpt Chapter 11)

Week 07:

TOPICS

(T) Aesthetics and Visual Feedback

(R) **CRITIQUE: Assignment 3 (Group Project) – FINAL**

Reading: *The Art of Game Design: A Book of Lenses*: p. 228-233 (excerpt Chapter 13)

Assignment 4 (Group Project): Design and create a card game that is played on a board. The 'theme' will be provided for you. Include a rule sheet. **(Due in 4 weeks)**

Week 08:

TOPICS

(T) Game Design Documents and Wireframes

(R) **WORK DAY**

Reading: *The Art of Game Design: A Book of Lenses*: p. 195-205 (excerpt Chapter 11)

Week 09:

TOPICS

(T) Play-testing and Iteration

(R) **CRITIQUE: Assignment 4 (Group Project) – MID REVIEW**

Reading: *The Art of Game Design: A Book of Lenses*: p. 390-394 (excerpt Chapter 25)

Week 10:

TOPICS

(T) GUEST LECTURE: Christine Brownell, 'Game Economies & Resource Management'

(R) **WORK DAY**

Reading: NONE

Week 11:

TOPICS

(T) **WORK DAY**

(R) **CRITIQUE: Assignment 4 (Group Project) – FINAL**

Reading: NONE

Week 12: Game 5

TOPICS

(T) Patterns and Interest Curves

(R) GUEST LECTURE: Mike Breault, 'Game Narrative and Interactive Story-telling'

Reading: *The Art of Game Design: A Book of Lenses*: p. 246-254 (excerpt Chapter 14)

Assignment 5 (Group Project): Design and create a card game that is played on a board. Choose your own theme. Include a rule sheet. **(Due in 4 weeks)**

Week 13:

TOPICS

(T) Serious Games and Game Simulations

(R) **WORK DAY**

Reading: NONE

Week 14:

TOPICS

(T) Player-facing vs. Developer-facing Game Design

(R) **CRITIQUE: Assignment 5 (Group Project) – MID REVIEW**

Reading: NONE

Week 15:

TOPICS

(T) Development Tools and Task Tracking

(R) **WORK DAY**

Reading: NONE

Week 16:

TOPICS

(T) **WORK DAY**

(R) **CRITIQUE: Assignment 5 (Group Project) – FINAL**

Reading: NONE

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 about 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; slds.osu.edu.



November 28th, 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

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

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

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


Initiating Academic Unit	Course Number	Course Title	Date request sent
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
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

From: "Paul A. G. Sivilotti" <paolo@cse.ohio-state.edu>
Date: December 8, 2016 at 1:18:16 PM EST
To: "Beecher, Mary A." <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> 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

Department of Design Undergraduate Programs Goals

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.

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.

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.

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.

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.

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
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
3101: Intro. to IND 1	Beginning/Interm	Beginning/Interm	Beginning			Beginning
3200: D. Research 1	Beginning		Beginning		Beginning	Beginning
3301: Vis Strategies IND 1		Intermediate	Intermediate			
3400: D. Media 1	Beginning/Interm	Beginning/Interm	Beginning/Interm			
3151: Intro. to IND 2	Intermediate	Beginning/Interm	Beginning/Interm			Beginning
3450: D. Media 2	Beginning					
3550: Materials+Processes			Intermediate	Intermediate	Intermediate	
4101: Intermediate IND 1	Intermediate	Intermediate	Intermediate			Beginning/Interm
4200: D. Research 2	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm
4400: D. Media 3	Intermediate	Intermediate	Intermediate			Beginning/Interm
4151: Intermediate IND 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
5101: Advanced IND 1	Advanced	Advanced	Advanced	Interm/Advanced	Interm/Advanced	Intermediate
5200: D. Research 3	Interm/Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Interm/Advanced
5151: Advanced IND 2	Advanced	Advanced	Advanced	Interm/Advanced	Advanced	Advanced
5301: Vis Strategies IND 2	Interm/Advanced	Interm/Advanced	Interm/Advanced			Advanced
5800: D. Seminar	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced

Industrial Design Major

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

PROGRAM LEARNING GOALS: #2 OF 2

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

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

Interior 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
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

Interior Design Major

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

PROGRAM LEARNING GOALS: #2 OF 2

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

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

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Elective Courses						
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5999: UG Schlrshp: Writing	Advanced			Advanced	Advanced	
5999H: Honors UG Schlrshp: Writing	Advanced			Advanced	Advanced	