PROPOSAL – 1
NEW CERTIFICATE OR DEGREE PROGRAM

1. PROPOSED PROGRAM TITLE: Bachelor of Arts in Game and Interactive Media Design

2. CIP CODE REQUESTED: 50.0411

3. PROPOSED STARTING DATE: August 24, 2016 (Fall 2016)

4. CONTACT PERSON:

Dr. AJ Anglin
Vice President for Academic Affairs
Arkansas Tech University
ajanglin@atu.edu
(479) 968-0319

Dr. Dawn Ward
Department Head and Professor of Art
Arkansas Tech University
dward23@atu.edu
(479) 968-0244

5. PROGRAM SUMMARY:

Web design and software development are among the fastest growing labor sectors in the United States, and in recent years, Arkansas has invested heavily in developing a computer-based economy. Governor Asa Hutchinson's high school computer programming initiative and Winrock International's Innovate Arkansas and Ark Challenge represent just a few efforts in the state to build a high-tech economy. Arkansas companies as diverse as Walmart, Acumen Brands, and A.W. Bravis recruit employees with skills in 3D digital media and interactive technologies that are necessary to twenty-first century advertising, merchandizing, and training. The market for video games is rapidly expanding as well. Texas has become a regional hub for game development, and tremendous potential exists to spread the game industry across the border to Arkansas once a reliable workforce is established. Arkansas Tech University proposes to support the existing and rapidly developing digital design industry in Arkansas by developing a Game and Interactive Media Design degree.

The Bachelor of Arts in Game and Interactive Media Design includes courses in graphic design and computer science and prepares students for work in the video game and entertainment industries as well as a broad range of fields requiring skills in animation, simulation, programming, web design, editing, mobile application development, interactive environment construction, and story formation.

The proposed Game and Interactive Media Design Degree incorporates traditional and online instruction. It requires 57 hours of major credit beyond the general education curriculum. 30 of these hours come from existing programming and graphic design courses offered at Tech. 25 of these hours are new courses covering game development, 3D design, game theory, and interactive media history. The degree culminates in a two part senior project in which students create a fully developed game or interactive media project. Students also accumulate a portfolio of work to aid them in seeking employment after graduation.

Curriculum Additions

The proposed major will require nine new courses:
ART 2223 History of Digital Art
GAME 3013 Game Development I
GAME 3023 Game Development II
GAME 4633 3D Animation
GAME 4263 3D Modeling
GAME 4013 Senior Game Project I
GAME 4803 Game Theory
GAME 4023 Senior Game Project II
GAME 4901 Professional Portfolio

Program Costs

While the Game and Interactive Media Design program will draw largely on existing faculty and facilities, additional faculty and resources will be necessary. A professor with specialized skills working with game engines will be needed to bridge the art and computer science disciplines in the program's development and project courses. Plus an instructor will be needed to relieve two current faculty members in Art who are shifting their class loads to support the new major. In addition, the program will require the building and maintenance of a computer lab. Initial construction and equipment costs are estimated at $100,000 while yearly salaries and technology maintenance are estimated at $130,000-$140,000 per year. Overall program revenues are anticipated to surpass costs in the third year of implementation.

Faculty Resources

The program will require one new full time, tenure track game design professor at $70,000 plus benefits. We will also hire one new full time instructor of art at $40,000 to cover faculty load that will shift to new program courses.

Library Resources

No additional library resources will be required for this degree.

Facilities and Equipment

The program will require $100,000 for a game design lab in Norman or Brown Hall plus $20,000 in software and hardware upgrades per year.

Supporting Degree Programs

Graphic Design
Fine Art
Computer Science
English
Speech

6. NEED FOR THE PROGRAM:

Employer Needs

Results from an employer needs survey delivered to Arkansas companies indicated anticipated growth in the interactive media industry and job openings in several fields served by the proposed degree with salaries of between $30,000 and $70,000 per year. The Bureau of Labor Statistics' job outlook data for the United States for 2012-2022 suggested growth in all areas related to interactive media, computer programming and graphic design. Software developers and web developers, in particular, showed stronger than average job growth and salary ranges from $60,000 to $90,000. In the bureau's statistics for Arkansas, some 6500 people were listed as working in fields supported by the proposed degree, with salary ranges from $35,000 to $100,000. Letters of support from potential employers as well as a targeted job search on Monster.com also indicated strong demand in Arkansas for Game and Interactive Media Design program graduates.

Awareness of Need

Awareness of the potential for this program originated primarily with two individuals. New Arkansas Tech President, Robin Bowen, developed a game design program in her former institution, Fitchburg State University, and ATU Art Department Head, Dawn Ward, helped establish a game design program at Becker College. Several graduates from the Arkansas Tech graphic design program, including Karla Winters with Wal-Mart and Luke Bradshaw with A.W. Bravis, reinforced the need of employers for graduates with motion 3D digital design skills.

Advisory Support

Advisory support has come from the following individuals:
Luke Bradshaw – Founder and CEO, A.W. Bravis Agency
Ryan Byrd – Founder and Lead Designer, Perch
Paul D. Cotnoir, PhD- Director of Design Programs, Becker College
Steve Davis – Senior Manager, CAE USA
Minell Eberdt – President, ArkansasWeb.com
Greg Gladden – Production Manager, Stone Ward
Bob Hooper – Owner, Hooper Productions, Inc.
Mike Malone – President and CEO, Northwest Arkansas Council
Katey Putelis – Content Q and A Analyst, Riot Games
Terry Turpin – Chief Executive Officer, Acumen
Tim Whitley – President and Founder, Team SI
Karla Winters – Senior Manager, 3D Design and Visualization, Walmart Stores, Inc.

Mr. Bradshaw, Ms. Winters, Dr. Cotnoir, and Mr. Turpin, along with Jeff Woods, Dean of the College of Arts and Humanities at Arkansas Tech, and Dawn Ward, Department Head of the Art Department at Arkansas Tech make up the program's advisory committee. In preparation of this proposal, the committee provided crucial advice in determining course offerings, program hardware and software requirements, and industry trends. The committee will meet annually as a group, but individual members will provide advice upon request.

Student Interest

A 2015 ATU enrollment management list of over 12,500 high school seniors identified as prospective Tech students indicated that 642 expressed an interest in pursuing degrees in an art or computer related field. 190 of these prospective students expressed an interest in computer science specifically, and 187 expressed interest in graphic design specifically. A survey of 1514 students visiting the ATU advising center from May through July 2015 contained 49 respondents who answered "yes," they would declare Game and Interactive Media Design their major if offered. Another 220 answered "maybe," they would declare Game and Interactive Media Design their major. 155 respondents who were not currently enrolled at Tech indicated that they would be more likely to enroll at Arkansas Tech University if a Game and Interactive Media Design major was offered.

Projected Graduates

Based on a very conservative estimate of our survey data, we would anticipate a minimum of 10 students entering the program each year for the first three years producing approximately 25 graduates within the next 3-5 years. The experiences of ATU President Robin Bowen and ATU Art Department Head Dawn Ward with game design programs at other institutions suggest that real numbers of enrollees and graduates could be much higher. Becker College, where Dr. Ward worked previously, grew its Game Design program to hundreds of majors in less than a decade.

(See Evidence of Need in Appendix A)

7. CURRICULUM:

Curriculum Outline by Semester

General Education: 35 hours
Institutional Requirements: 1 hour
Major Requirements: 57 hours
Electives: 27 hours
Total: 120 hours

Freshman Year

Fall		Spring	
ART 1303 Intro to Drawing	3	ART 1403 2-D Design	3
*Science w/ Lab	4	ART 2213 Digital Skills for GD	3
*ENGL 1013 Composition I	3	COMS 1403 Orientation to Computing	3
ART 1001 Intro to Art	1	COMS 1411 Computer and IS Lab	3
*MATH 1113 College Algebra	3	*Social Science	3
		*ENGL 1023 Composition II	3
Total Hours 14		Total Hours 16	

Sophomore Year

Fall		Spring	
ART 2223 History of Digital Art	3	COMS 2203 Found Computer Pro II	3
*Social Science	3	*Science w/ Lab	4
COMS 2104 Found Comp Program I	4	*Fine Art/Humanities	3
*Social Science/Fine Art/Humanities/Speech	3	*U.S. History/Government	3
*Fine Art/Humanities	3	ART 2303 Figure Drawing	3
Total Hours 16		Total Hours 16	

Junior Year

Fall		Spring	
GAME 3013 Game Develop I	3	*GAME 3023 Game Develop II*	3
ENGL 2043 Creative Writing	3	*GAME 4633 3D Animation*	3
or SPH 3163 Write Perform		*GAME 4263 3D Modeling*	3
ART 4623 Animation Techniques	3	Elective (6hrs)	6
ART 3253 Digital Illustration	3		
Elective (3hrs)	3		
Total Hours 15		Total Hours 15	

Senior Year

Fall		Spring	
GAME 4013 Senior Game Project I	3	*GAME 4023 Senior Game Project II*	3
GAME 4803 Game Theory	3	*GAME 4901 Professional Portfolio*	1
Elective (9hrs)	9	Elective (9hrs)	9
Total Hours 15		Total Hours 13	

General Education Requirements Underlined
New Courses in Italics
* Offered by Distance Technology

Program Course Requirements

Institutional Requirements
ART 1001

General Education Requirements
- English - 6 hours
  - Three hours from one of the following:
  - ENGL 1013 Composition I
  - ENGL 1043 Honors Composition I

Three additional hours from one of the following:
ENGL 1023 Composition II
ENGL 1053 Honors Composition II

Mathematics - 3 hours

Three hours from one of the following:
MATH 1003 College Mathematics
MATH 1113 College Algebra
Any higher level mathematics course

Science - 8 hours

Complete a total of eight hours of science with laboratory

US History or Government - 3 hours

Three hours from one of the following:
HIST 1903 Survey of American History
HIST 2003 United States History to 1877
HIST 2043 Honors United States History to 1877
HIST 2013 United States History since 1877
POLS 2003 American Government

Social Sciences, Fine Arts/Humanities, Speech Communications - 15 hours

Complete one of the following 3 options:
Option 1:
- Social Sciences - 6 hours
- Fine Arts and Humanities - 6 hours
- Speech Communications - 3 hours

Option 2:
- Social Sciences - 6 hours
- Fine Arts and Humanities - 9 hours

Option 3:
- Social Sciences - 9 hours
- Fine Arts and Humanities - 6 hours

Speech Communications
- SPH 1003 Introduction to Speech Communication
- SPH 2003 Public Speaking
- SPH 2173 Business and Professional Speaking

Social Sciences
- AGBU 2063 Principles of Agriculture Macroeconomics
- AGBU 2073 Principles of Agriculture Microeconomics
- AMST 2003 American Studies
- ANTH 1213 Introduction to Anthropology
- ANTH 2003 Cultural Anthropology
- ECON 2003 Principles of Economics I

ECON 2013 Principles of Economics II
ECON 2103 Honors Principles of Economics I
GEOG 2013 Regional Geography of the World
HIST 1503 World History to 1500
HIST 1513 World History since 1500
HIST 1543 Honors World History to 1500
HIST 1903 Survey of American History
HIST 2003 United States History to 1877
HIST 2013 United States History since 1877
HIST 2043 Honors United States History to 1877
POLS 2003 American Government
PSY 2003 General Psychology
SOC 1003 Introductory Sociology

Fine Arts and Humanities

ART 2123 Experiencing Art
ENGL 2003 Introduction to World Literature
ENGL 2013 Introduction to American Literature
ENGL 2023 Honors World Literature
ENGL 2173 Introduction to Film
JOUR 2173 Introduction to Film
MUS 2003 Introduction to Music
PHIL 2003 Introduction to Philosophy
PHIL 2043 Honors Introduction to Philosophy
TH 2273 Introduction to Theatre

Major Requirements

ART 1303 Introduction to Drawing (Mudrinich)
ART 1403 2-D Design (Ward)
COMS 1403 Orientation to Computing (Brown, Robison)
COMS 1411 Computer and Information Science Lab (Brown)
ENGL 2043 Creative Writing (Lake) or SPH 3163 Writing for Performance (Eshelman)
COMS 2104 Computer Programming I (Hoelzeman)
COMS 2203 Computer Programming II (Hoelzeman)
ART 2213 Digital Skills (Greer)
ART 2223 History of Digital Art (Ward)
ART 2303 Figure Drawing (Harrington)
GAME 3013 Game Development I (New Hire – Game Design Professor)
GAME 3023 Game Development II (New Hire – Game Design Professor)
ART 3253 Digital Illustration (Greer)
ART 4623 Animation Techniques (Greer)
GAME 4633 3D Animation (Greer)
GAME 4263 3D Modeling (Greer)
GAME 4013 Senior Game Project I (New Hire – Game Design Professor)

GAME 4023 Senior Gamer Project II (New Hire – Game Design Professor)
GAME 4803 Game Theory (New Hire – Game Design Professor)
GAME 4901 Professional Portfolio (New Hire – Game Design Professor)

Program Admissions Requirements

Entering freshmen must comply with the following admission requirements and freshman placement standards. This includes students who enter with college credit earned prior to high school graduation, during summer following high school graduation, or by advanced placement.

Residual college entrance exams, taken on other college campuses, will not be accepted for admission.

Entering Freshman/New Student

New students to Arkansas Tech University must submit an application for admission, college entrance exam scores, an official record documenting completion of secondary requirements, and proof of immunization documenting 2 MMR. If you have concurrent college credit, an official transcript from that institution is required. For Advanced Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate (IB) credit, original score reports or a certified copy from your high school will need to be submitted prior to credit being awarded. A minimum criterion for exam scores and grade point average is listed below:

1. Composite ACT score of 15 or above, composite SAT score of 1060 or above, or a composite COMPASS score of 47 (averaging scores in algebra, writing, and reading) or above for students who graduate from a public secondary school; composite ACT score of 19 or above, composite SAT score of 1330 or above, or a composite COMPASS score of 68 (averaging scores in algebra, writing, and reading) or above for students who graduate from a private secondary school, home school, or received a GED. Note: The ACT Writing exam is not required for admission purposes.
2. Completion of graduation requirements from an accredited public or private secondary school, a non-accredited private secondary school, or a home school program documenting a minimum 2.0/4.0 cumulative grade point average, and completion of the university's secondary school core curriculum, OR minimum GED score of 600.

Secondary School Core Course Recommendation

A minimum of twenty-two earned core course credits is required, from grades nine through twelve, for admission purposes. Two additional units of foreign language are recommended for college preparation. Asterisks indicate core courses required by Act 1290 for unconditional admission.

*English - 4 units, with emphasis on writing skills, but not to include oral communications, journalism, drama, or debate.

*Mathematics - 4 units, including algebra I and algebra II, geometry, and an advanced math course. The fourth unit may be college algebra or a higher level college math course, as long as three college credit hours are earned. It is strongly recommended that students take a math course during their senior year.

*Natural Science - 3 units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics.

*Social Studies - 3 units, [one (1) unit of world history, one (1) unit of U.S. history, one half (1/2) unit of civics].

Oral Communications - ½ unit of oral communications.

Physical Education - ½ unit of physical education.

Health and Safety - ½ unit of health and safety.

Economics - ½ unit of economics.

Fine Arts - ½ unit of fine arts.

Electives - 6 units of career focus electives

Program Learning Outcomes

Program Objectives/Standards	Learning Objectives/ Outcome Assessment	Courses	Means of Assessment	Criteria for Success
PO1: Prepare students for a professional career in game and interactive media design.	LO1: Students will demonstrate skills in game and interactive media design.	GAME 4013 Senior Game Project I GAME 4023 Senior Game Project II	Student Survey Industry Survey Senior Game Project I and II – Panel review and rubric rating.	Professional preparation rated good or excellent Program graduates rated good or excellent High Pass 90-100% Pass 80-89%
PO2: Promote innovation through the use of industry standard design software and computer programming techniques.	LO2: Students will demonstrate an advanced understanding of industry standard tools and methods.	ART4633 3D Animation ART 4263 3D Modeling COMS 2104 Computer Programming I COMS 2203 Computer Programming II	Industry Survey Faculty Continuing Education	Classroom software rated good or excellent Faculty attends one continuing education workshop every two years
PO3: Provide solid foundations in illustration, animation, modeling, and story formation.	LO3: Students will demonstrate skills in illustration, animation, modeling, and story formation.	GAME 4901 Portfolio	Portfolio – Faculty Review	High Pass 90-100% Pass 80-89%
PO4: Provide a solid foundation in game theory.	L04: Students will demonstrate basic knowledge of game theory fundamentals	GAME 4803 Game Theory	GAME 4803 Game Theory Course Embedded Assessment	High Pass 90-100% Pass 80-89%

Course Evaluation

DRAFT

Class Climate	Arkansas Tech University, Instructor/Course Evaluation - Online	SCANTRON

Results of this evaluation will always be kept anonymous.

ARKANSAS TECH
A CENTURY FORWARD 1909-2009

Mark as shown: ☐☒☐☐☐ Please use a blue or black pen.
Correction: ☐■☐☒☐ To correct a mistake, completely fill the incorrect response and mark another.

1. Instructor/Course Evaluation:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1.1	The instructor was knowledgeable in the subject matter of this course.	☐	☐	☐	☐	☐	☐
1.2	The instructor effectively presented the content of this course.	☐	☐	☐	☐	☐	☐
1.3	The instructor was well prepared for the course.	☐	☐	☐	☐	☐	☐
1.4	The instructor provided timely responses to my inquiries.	☐	☐	☐	☐	☐	☐
1.5	The instructor provided opportunities for faculty/student interaction.	☐	☐	☐	☐	☐	☐
1.6	The instructor provided opportunities for student collaboration/interaction.	☐	☐	☐	☐	☐	☐
1.7	The instructor acted in a professional manner and treated students with respect.	☐	☐	☐	☐	☐	☐
1.8	The instructor was available during scheduled office hours.	☐	☐	☐	☐	☐	☐
1.9	The instructor provided feedback on my academic progress on a regular basis through grades on quizzes, exams, written reports, projects, presentations, etc.	☐	☐	☐	☐	☐	☐
1.10	The instructor fairly evaluated my work in this course.	☐	☐	☐	☐	☐	☐
1.11	The textbook required for the course was useful.	☐	☐	☐	☐	☐	☐
1.12	The instructional aids (e.g. audio, visual, web, handouts, etc.) were beneficial.	☐	☐	☐	☐	☐	☐
1.13	The instructor is fluent in English.	☐	☐	☐	☐	☐	☐
1.14	The instructor's overall performance as a teacher was excellent.	☐	☐	☐	☐	☐	☐

DRAFT

1. Instructor/Course Evaluation: [Continue]

1.15 What do you consider to be the strengths of this course?

1.16 What constructive suggestions do you have for improving this course?

1.17 Other comments?

Thank you for your participation!

Employer Feedback on Course Content

Course content was designed with input from our advisory board and industry partners. Course tools including C++, Autodesk's Maya, Mud Box, Motion Builder, 3Ds Max, AutoCAD, and Adobe's Photoshop, Illustrator, In Design, Flash, After Effects and Dreamweaver were included in program courses based on feedback from industry representatives. According to our professional partners, several gaming engines are currently used in game design. The program's new game design professor will be required to have expertise in one or more of these engines and teach its fundamentals in the Senior Game Project courses.

Curriculum Committee Approval

Arkansas Tech University
Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 24, 2015, at noon in Williamson Dining Room.

The following are members of the committee:
Dr. David Osburn (AH 2 year term)
Dr. Nina Goza (BA 2 year term)
Dr. Lynn Walsh (ED 2 year term)
Dr. Malcom Rainey (EAS 2 year term)
Dr. John Jackson (NH 2 year term)
Dr. Jeremy Schwehm (PS 2 year term)
Dr. Jennifer Samson (at large; 1 year term)
Dr. Stan Lombardo (AH 2 year term)
Dr. Michael Benefield (BA 2 year term)
Dr. Shellie Hanna (ED 2 year term)
Dr. Cathi Mcmahan (EAS 2 year term)
Dr. Shelly Daily (NH 2 year term)
Ms. Jennifer Saxton (PS 2 year term)
Ms. Tammy Weaver (ex officio)
Vacant SGA members (ex officio)
Vacant SGA members (ex officio)

All committee members were present. Dr. A. J. Anglin, vice president for Academic Affairs, and Dr. Shelia Jackson, faculty senate representative, were guests. The following were present to answer questions regarding curriculum proposals: Dr. Jeff Woods, Dr. Dawn Ward, Dr. Jeff Robertson, Dr. Charlie Gagen, Dr. Eric Lovely, Dr. James Musser, and Dr. Christine Austin, director of Assessment and Institutional Effectiveness, was present. Ms. Brandi Tripp, Ms. Brittany Martin, and Ms. Alexis Scrimshire from the Registrar's Office were present.

After introductions, Ms. Saxton called the meeting to order and asked for volunteers or nominations for the chair elect and secretary positions. Motion by Dr. Lombardo, seconded by Dr. Hanna, to elect Dr. Osburn to the chair elect position. Motion approved. Dr. Hanna volunteered to serve as secretary. Motion by Ms. Saxton, seconded by Dr. Walsh to accept Dr. Hanna as secretary. Motion approved.

OLD BUSINESS: No old business
NEW BUSINESS:
I. Curriculum Proposals

College of Arts and Humanities
A. Department of Art

Motion by Dr. Lombardo, seconded by Dr. Hanna to approve the following proposals:

1. Add the following courses to the course descriptions:
a. ART 2223: History of Digital Art;
b. GAME 3013: Game Development I;

c. GAME 3023: Game Development II;
d. GAME 4013: Senior Game Project I;
e. GAME 4023: Senior Game Project II;
f. GAME 4263: 3D Modeling;
g. GAME 4633: 3D Animation;
h. GAME 4803: Game Design Theory; and
i. GAME 4901: Professional Portfolio; and

2. Add the Curriculum in Game and Interactive Media Design.

Motion approved.

College of Natural and Health Sciences

A. Department of Biological Sciences

Motion by Dr. Lombardo, seconded by Dr. John Jackson, to approve the follow proposals:

1. Add the following courses to the course descriptions:
   a. ENVS 4112 and 4114: Environmental Science Internship;
   b. ENVS (BIOL) 4124: Biological Assessment of Water Quality;
   c. ENVS 4133: Environmental Policy;
   d. ENVS 4881-4: Advanced Topics in Environmental Science; and
   e. ENVS 4951-4: Undergraduate Research in Environmental Science; and
2. Add the Curriculum in Environmental Science.

Motion approved.

B. Department of Physical Sciences

Motion by Dr. Hanna, seconded by Dr. Goza, to approve the following proposals pending the approval at the 4 p.m. Teacher Education Committee meeting:

1. Add PHSC 2003, Physics in Society and the Environment, to the course descriptions;
2. Modify the Curriculum in Chemistry Biochemistry Option as follows: a) add 2 hours of CHEM 4951-2: Undergraduate Research in Chemistry, or CHEM 4991-2: Special Problems in Chemistry; b) add 3 hours of upper division CHEM electives; and c) change the electives from 11 hours to 6 hours; and
3. Separate the Curriculum in Physical Science for Teacher Licensure into the Curriculum in Chemistry Education and Curriculum in Physics Education;
Motion approved.

II. Ms. Saxton indicated meetings are scheduled for the following Tuesdays: September 22 and October 27, at 3 p.m. in Doc Bryan Student Services Building, Room 242. Ms. Weaver asked the committee if they would like to see all proposals at the September 22nd meeting. The committee indicated they would like all proposals presented in September. Ms. Weaver explained the Cosmetic Change process.

Meeting adjourned at 12:41 p.m.
Tammy Weaver, Recording Secretary

(See Syllabi with Examination Procedures and New Course Learning Objectives in Appendix B)

8. FACULTY:

HERBERT MATT BROWN
Associate Professor of Computer and

Information Science
B.A., University of Arkansas, 1998;
M.S., University of Arkansas, 2000;
Ph.D., Nova Southeastern University, 2007.

DAVID J. ESHELMAN
Associate Professor of Communication
Director of Theatre
B.A., Case Western Reserve University, 1999;
M.F.A., University of Texas at Austin, 2002;
Ph.D., University of Missouri at Columbia, 2006.

JASMINE GREER
Assistant Professor of Art
B.F.A, University of Central Arkansas, 2006;
M.F.A., Columbia College Chicago, 2009.

NEAL HARRINGTON
Associate Professor of Art
B.F.A., University of South Dakota, 1998;
M.F.A., Wichita State University, 2001.

DAVID HOELZEMAN
Professor of Computer and Information Science
Head, Department of Computer and Information Science
B.S., University of Central Arkansas, 1988;
Ph.D., Louisiana State University, 1993.

DAVID MUDRINICH
Professor of Art
B.S., Pennsylvania State University, 1976;
M.F.A., University of Georgia, 1992.

RONALD D. ROBISON
Associate Professor of Computer and Information Science
B.S., Iowa State University, 1970;
M.S., University of Southern California,1975.

DAWN M. WARD (Program Coordinator)
Professor of Art
Head, Department of Art
B.A., Northeastern State University, 1985;

M.A., New York University, 1991;
Ph.D., New York University, 1998.

In direct support of core courses, the program will require eight existing faculty members plus one new faculty member for a total of nine faculty (One additional instructor will be hired in indirect support of the program. The instructor will teach courses that Jasmine Greer and Dawn Ward can no longer teach in their course rotation due to their new obligations under the Game and Interactive Media Design program).

Academic Credentials for New Faculty Position

Arkansas Tech University will seek an Assistant or Associate Professor in Game and Interactive Media Design. The candidate must be able to teach game design, animation, and level design for mobile, console, social, or/and web based games. The qualified candidate will have:

- Terminal degree or its equivalent in game design, computer art or a related field
- Experience working with Maya software for animation, modeling, or lighting of content in delivered/shipped games. Experience developing interactive media for professional clients and/or shipped video games titles for PC, major consoles, and mobile platforms
- 2-5 years of experience with Maya, UDK, Unity, or other 3d or 2d content creation tools for games. Proficiency in industry software such as Adobe Photoshop, Maya, 3D Studio Max, Zbrush, Substance Designer/Painter, Unreal, or Unity
- Background in programming and teaching programming languages such as C++, Python, Java is a plus.
- Knowledge of programming and scripting and creating tools & engines for 3d and 2d games. Familiarity with technical art pipelines in level design, event scripting, particle effects, animation, and/or shaders is a significant plus
- Knowledge of scripting within Maya- python and MEL is preferred.
- Knowledge of scripting within UDK or Unity scripting is preferred.
- Professional-level visual art and design production experience preferred
- University-level teaching experience preferred, online course development and teaching a plus.

Expected hire date is February 2016 with a starting date in August 2016.

9. DESCRIPTION OF RESOURCES:

Current Library Resources

ProQuest Computing - resource for research articles for those who need access to comprehensive coverage of computer topics; coverage 1998-present.

Communication Source - offers abstracts and indexing as well as full-text content from publications worldwide pertaining to communication, and, media studies

Academic Search Complete – a comprehensive full-text research database that would include content relevant to all aspects of game design.

E-journals and publications to which we have full-text access:

Animation
Animation Magazine (ISSN: 1041-617X)
Animation Xpress (n.a.)
Computer Animation & Virtual Worlds (1546-427X)

Computer Gaming Industry
Computer Gaming World (0744-6667)
Electronic Gaming Monthly (1058-918X)
Game Developer (1073-922X)

Design, Drawing, and Illustration
Design Issues (0747-9360)
European Comic Art (1754-3800)

Game Theory
Games (2073-4336)
International Journal of Game Theory (1432-1270)

Telecommunications
Communications Technology (0884-2272)
Electronics and Communications in Japan (1942-9541)
Future Internet (1999-5903)
Internet, Networks & Communications (1944-1827)
Internet Research (2054-5657)
Internet Weekly News (1944-2335)
Internet World (1097-8291)
Internet Week (1096-9969)
Professional Sound (1186-1797)
Streaming Media (1559-8039)
Wired (1078-3148)

ATU presently has 20 books in our collection dated 2004 or later that are listed with the subject “computer games-design,” “computer games-programming,” or “video games.”

Current Instructional Facilities

General Education courses are delivered in a wide variety of classrooms across campus and online. ART 1303 and 2303 are taught in the drawing and painting studios located in Norman Hall (NOR 204, 205). ART 2223, ENGL 2043, SPH 3163 and GAME 4803 will be taught in traditional classrooms with instructor computers and digital projection units (NOR 105). Graphic design courses in the major including ART 1403, 2213, 3253, 4623, 4633, and 4263 are taught in the Norman Hall Mac lab (NOR 207). This lab has 19 new Mac Pro computers purchased in 2014 and equipped with up to date Adobe Cloud products. The computer programming classes, COMS 2104 and 2203, are taught in Corley Hall computer lab classrooms (COR 117, 235, 240). Each of the three computer classrooms in Corley Hall have 30 to 40 PC computers. Two of the classrooms have had new computers installed in 2014-15. The third will have new computers in the spring of 2016.

New Instructional Resources Required

The Game and Interactive Media Design Program will require the construction of a designated PC lab for the GAME 3013, 3023 Game Development and GAME 4013, 4023 Game Project courses. These courses require after-hours access and specialized computers designed to run game engine software and render extremely large computer files. Norman Hall, the Art Department building, will house the new computer lab with 20 work stations. We anticipate that construction and labor for the lab will cost $30,000 with an additional $10,000 in classroom furniture. Computers will cost approximately $40,000. Projection systems and printing equipment will cost another $10,000. First year software and supplies will cost approximately $10,000. Expenses will be included in the 2016-2017 ATU budget. Any construction and acquisition of hardware and software will be done in consultation with the ATU Office of Information Systems, Facilities Management, and Purchasing Department according to state regulations.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

New Program Costs, Year 1-3	
New Administrative Costs	$ -
New Faculty Costs	$ 336,644.00
New Library Resources Cost	$ -
New/Renovated Facilities Cost	$ 40,000.00
New Instructional Equipment Cost	$ 60,000.00
Distance Delivery Costs	$ -
Other Costs (Hardware/Software Maintenance)	$ 40,000.00
Total Costs	**$ 476,644.00**

Outline of Estimated Costs

Classroom (renovated computer lab in Norman Hall with 20 stations):

Year 1: Construction and Labor = $30,000
Classroom Furniture = $10,000
Computers ($2000 x 20) = $40,000
Projection System = $5000
Printer = $5000
Software and Supplies = $10,000
Total = $100,000

Year 2: Software and Supplies = $10,000
Hardware Maintenance = $10,000
Total = $20,000

Year 3: Software and Supplies = $10,000
Hardware Maintenance = $10,000
Total = $20,000

3 Year Total = $140,000

Faculty:

Year 1: Game Design Professor: $70,000
Instructor: $40,000
(Position required to meet shift in Jasmine Greer's and Dawn Ward's workload to serve Game and Interactive Media Design.)
Total = $110,000

Year 2: Game Design Professor: $71,400 (assumes 2% raise)
Instructor: $40,800 (assumes 2% raise)
Total = $112,200

Year 3: Game Design Professor: $72,828 (assumes 2% raise)
Instructor: $41,616 (assumes 2% raise)
Total = $114,444

3 Year Total = $336,644

The Game and Interactive Media Design degree will be administered under existing structures using existing personnel. Library resources will not exceed current allocations to the Art and Computer Science departments. Courses in the curriculum available for distance delivery are already taught at ATU and accounted for in Arkansas Tech's annual budgets.

11. SOURCES OF PROGRAM FUNDING – Income for the first 3 years of program operation

Based on a conservative estimates, we anticipate a minimum of 10 new students declaring the Game and Interactive Media Design major per year over the first three years of the program. Yearly revenues will exceed costs in the second year and produce an overall gain for the program in the third year.

ATU 2015-16 in state tuition = $215/credit hour
ATU 2015-16 fees = $43/credit hour

Program Revenue

Tuition and Fees:

Year 1: 10 students X $7740 (2015-16 ATU in state tuition and fees for 30 hours)
Total = $77,400

Year 2: 20 students X $7934 (assumes 2.5% increase in tuition and fees)
Total = $158,680

Year 3: 30 students X $8133 (assumes 2.5% increase in tuition and fees)
Total = $243,990

3 Year Total = $480,070

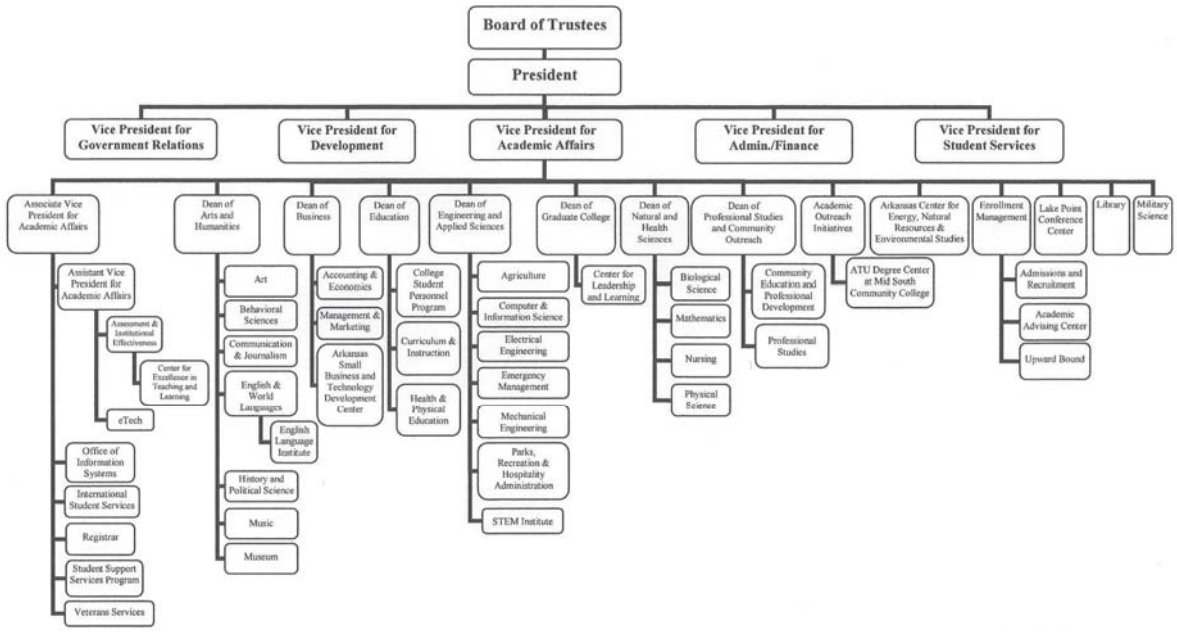
Program Revenue/Costs Totals by Year

	Revenue	Cost	Yearly Gain/Loss	Total Gain/Loss
Year 1:	$77,400	$210,000	(-$132,600)	(-$132,600)
Year 2:	$158,680	$132,200	+$26,480	(-$106,120)
Year 3:	$243,990	$134,444	+$109,546	+$3426

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM:

The proposed program will be housed in the Art Department which is part of the College of Arts and Humanities.

ADMINISTRATIVE ORGANIZATIONAL CHART



13. SPECIALIZED REQUIREMENTS

There is no special accreditation or licensure/certification requirements for the program.

14. BOARD OF TRUSTEES APPROVAL

The Arkansas Tech University Board of Trustees approved this program proposal on October 15, 2015.

15. SIMILAR PROGRAMS:

Just a few colleges and universities in Arkansas offer a similar major. Southern Arkansas University has a game design degree, and Henderson State University has a digital art and design major. The University of Phoenix and ITT branches in Little Rock also offer game design degrees.

Arkansas Tech's Game and Interactive Media Design Degree provides the state and region with additional skilled employees in the rapidly growing industries capitalizing on 3D interactive digital technology. It also provides a new pathway to employment for the increasing number of students who will be engaged by Governor Asa Hutchinson's high school programming course initiative. There are no university degree programs identical to ATU's Game and Interactive Media Design Degree serving the river valley of Arkansas and Northwest Arkansas. Northwest Arkansas, in particular, has become a growth area for technology-based start-ups in recent years and is in much need of employees with the skills developed for this program. Central Arkansas's growing technology market will also be served by graduates in Game and Interactive Media Design.

The game design program at Becker College served as the primary model for the proposed degree. *The Princeton Review* listed Becker in the top ten game design schools in North America. Fitchburg State University's game degree also served as a model program.

Notifications and Responses

Notification

Dear. . . . .,

This letter is to officially notify your university that Arkansas Tech University will be submitting a New Degree Program Proposal to the Arkansas Department of Higher Education to create a Bachelor of Arts in Game and Interactive Media Design. The degree includes courses in graphic design and computer science and prepares students for work in the video game and entertainment industries as well as a broad range of fields requiring skills in animation, simulation, programming, web design, editing, mobile application development, interactive environment construction, and story formation. We respectfully request your support for this proposal.

Please email any responses to Dr. Jeff Woods at jwoods@atu.edu<mailto:jwoods@atu.edu>.

Thank you for your time and consideration.

Sincerely,

Jeff Woods
Dean
College of Arts and Humanities
Arkansas Tech University
WPN 240
407 West Q Street
Russellville AR 72801

479-968-0274
http://www.atu.edu/humanities/

Responses

From: LYNITA M COOKSEY <lcooksey@astate.edu<mailto:lcooksey@astate.edu>>
Date: Wednesday, August 12, 2015 at 3:48 PM
To: Jeffrey Woods <jwoods@atu.edu<mailto:jwoods@atu.edu>>
Subject: ATU - New Degree Proposal

Jeff:

Best of luck with this exciting new program.

Lynita Cooksey

Lynita M. Cooksey, PhD
Provost and Vice Chancellor for Academic Affairs and Research Arkansas State University
P.O. Box 179 State University, AR 72467
870-972-2030

From: "GardnerStephanieF@uams.edu" <GardnerStephanieF@uams.edu>
Date: August 12, 2015 at 4:26:23 PM CDT
To: Jeffrey Woods <jwoods@atu.edu>
Subject: ATU - New Degree Program

Dr. Woods,

UAMS supports your proposal for a Bachelor of Arts in Game and Interactive Media Design.
Best!

Elizabeth A. Bard
Associate Provost for Enrollment Services and Academic Administration
4301 W. Markham, Slot 598
Admin West Blgd., Suite 1.224
Little Rock, AR 72205

eabard@uams.edu
(501) 296-1275
http://academicaffairs.uams.edu

From: bfjohnson@saumag.edu<mailto:bfjohnson@saumag.edu>
Date: August 14, 2015 at 7:02 AM CDT

To: Jeffrey Woods <jwoods@atu.edu>
Subject: ATU - New Degree Program

Good to hear from you, Jeff. We will certainly support your new degree program. Based on our experience, the degree should offer great opportunities for your students and attract considerable interest. We welcome ATU into what had been an exclusive club of Arkansas universities with the program. If you need a more formal letter of support, please let me know. Thanks and I hope things go well with you. Best, Ben ———————————————— Ben Johnson Interim Provost/Vice President of Academic Affairs Southern Arkansas University PO Box 9402 Magnolia, Arkansas 71754-9402
870-235-4004

From: Jacquelyn W. McCray <mccrayj@uapb.edu>
Sent: Wednesday, August 17, 2015 11:02 AM
To: Jeffrey Woods [mailto:jwoods@atu.edu]
Subject: ATU - New Degree Proposal

Dr. Woods, congratulations on the development of such a contemporary degree program. Best wished to ATU.

Jacquelyn W. McCray

UAPB

From: Georgia Hale
Sent: Wednesday, August 19, 20154:33 PM
To: Jeffrey Woods [mailto:jwoods@atu.edu]
Subject: ATU - New Degree Proposal

We at UAFS wish you well with the new BA in Game and Interactive Media Design program.

Thanks,

Georgia M. Hale, Ph.D.
Provost & Vice Chancellor
Academic Affairs
University of Arkansas Fort Smith
georgia.hale@uafs.edu
479-788-7030

16. DESEGREGATION:

A related program at Arkansas Tech University, Graphic Design, recorded a total enrollment of 88 students in the spring of 2015. Of those 88, 14 (16%) identified as Black and 11 (12.5%) identified as Hispanic, Asian, International or other. Another related program area, Computer Science, recorded a total enrollment of 87 students in the spring of 2015. Of those 87, 2 (2.3%) identified as black and 18 (20.6%) identified as Hispanic, Asian, International or other.

17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU):

Courses and academic support services will not be provided by other institutions or organizations.

18. ACADEMIC PROGRAM REVIEW

The scheduled program review date is 2026-2027.

19. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

20. INSTRUCTION BY DISTANCE TECHNOLOGY

While most of the courses in the proposed Game and Interactive Media Degree will be taught in traditional lab and studio environments, students will have the option of taking general education courses online.

Online courses at Arkansas Tech are developed and established through both individual academic departments and the College of eTech. Course content oversight is provided by faculty and administration in the academic departments. Advice, training and support for course delivery is provided by the College of eTech. The College of eTech maintains two full-time instructional developers to provide guidance and expertise in the pedagogy of online learning as well as a full-time audio-visual specialist to help with any technology issues. Training is provided through the College of eTech for those faculty preparing to develop, or teach, online courses. Blackboard was chosen by the university as the delivery platform for online instruction approximately 15 years ago and continues to be the learning management system for online delivery as well as hybrid class delivery. Student personal information is maintained in the university's student information system (SIS) which is Banner, an Ellucian product. The Banner SIS system is integrated with Blackboard to provide a seamless transition for securely maintaining and authenticating student personal information as needed. The data within the SIS system is encrypted while being transmitted and now, with recent upgrades, even when it is at rest. In addition to the security built into the Blackboard and Banner platforms, all of the university servers are behind secure firewalls and are monitored closely by trained staff to watch for, and take countermeasures against, attempted data breaches. As required by the Department of Information Systems (DIS), the university has designated a security officer within our own Office of Information Systems who is responsible for identifying and classifying all databases in terms of security levels. As the data are identified and classified, security mechanisms that are best matches for the data types are imposed. The technology

supporting the administrative systems, including Blackboard, Banner, and many others, is server based. The servers are refreshed (changed out for new ones) on a cycle of not more than 5 years. Meanwhile, software upgrades from the providers are installed and tested as soon as they arrive. All software updates/upgrades are tested in a test server sandboxed environment before they are applied to the active system. At this point in time, none of the services associated with distance learning are outsourced to another company or institution. Funding for instruction is distributed from Academic Affairs to the academic departments based on student semester credit hour production. Online support, hardware and software management, and budgeting for campus technical infrastructure is administered through the Office of Information Systems and budgeted through the standard university budgeting process.

Appendix A
Evidence of Need

Survey Report: Employer Needs Survey Game Design

Employer:

29262025	05/29/2015	ArkansasWeb.com
29262036	05/29/2015	Hooper Productions, Inc.
29300407	**06/10/2015**	**Stone Ward**
29300755	06/10/2015	Perch
29306450	06/11/2015	Team SI

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Type of Company:

29262025	05/29/2015	web design, mobile design, programming, hosting, graphic design
29262036	05/29/2015	Video Production - Commercials, Training, Marketing
29300407	**06/10/2015**	**Advertising Agency**
29300755	06/10/2015	Design and Development
29306450	06/11/2015	Digital Marketing Firm

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Contact Person:

29262025	05/29/2015	Minell Eberdt
29262036	05/29/2015	Bob Hooper
29300407	**06/10/2015**	**Gregg Gladden**
29300755	06/10/2015	Ryan Byrd
29306450	06/11/2015	Tim Whitley

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Position Title:

29262025	05/29/2015	President
29262036	05/29/2015	Owner
29300407	**06/10/2015**	**Production Manager**
29300755	06/10/2015	Founder & Lead Designer
29306450	06/11/2015	President & Founder

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1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program.

29262025	05/29/2015	Web Designer Web Programmer Database Programmer Graphic Designer
29262036	05/29/2015	My company isn't large enough to employ full time animators or graphic artist. I usually contract with other providers
29300407	**06/10/2015**	**Programer Editer Copy Writer Producer**
29300755	06/10/2015	UI/UX Designer Developer
29306450	06/11/2015	- Sr. Developer - Jr. Developer - Graphic Designer

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2. List the degree required for each job title listed in #1.

29262025	05/29/2015	
29262036	05/29/2015	None
29300407	**06/10/2015**	**Web designer Film Production English/Writing Film Production**
29300755	06/10/2015	In this field, no degree is "required" in the truest sense, but having specific skill-based training/education is very important and can help set apart applicants. With that said, it has to be the *right* skills that are learned. A degree in art (in the generic sense) isn't going to get you very far in this field. People want to see that you are proficient in particular skills sets and technologies.
29306450	06/11/2015	We do not require because there is not a good curriculum that teaches the students of the technologies of the current time. Universities are usually 5 years behind. In the digital world, that is like 15 years in the real world. I hire off of passion and drive. With those two things, an individual will learn how to code.

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3. Indicate the certification/licensure required for each job title listed in #1.

29262025	05/29/2015	
29262036	05/29/2015	NONE
29300407	**06/10/2015**	
29300755	06/10/2015	none
29306450	06/11/2015	

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4. How many positions do you currently have for each job title listed in #1?

29262025	05/29/2015	3
29262036	05/29/2015	None
29300407	**06/10/2015**	**4 4 3 2**
29300755	06/10/2015	1
29306450	06/11/2015	None at this time. We have 5 on staff but looking for that to grow in the next 6 months to close to 10.

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5. How many position openings do you currently have for each

job title listed in #1?

29262025	05/29/2015	0
29262036	05/29/2015	None
29300407	**06/10/2015**	**None that I know of.**
29300755	06/10/2015	none
29306450	06/11/2015	

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6. How many position openings will you have the next 2–5 years for each job title listed in #1?

29262025	05/29/2015	2
29262036	05/29/2015	Unknown
29300407	**06/10/2015**	**Hard to say, but this is the direction that on-line production is going.**
29300755	06/10/2015	2-4
29306450	06/11/2015	5

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7. What is the annual salary for each position listed in #4?

29262025	05/29/2015	$28,000 - $40,000
29262036	05/29/2015	unknown
29300407	**06/10/2015**	**30 - 50K**
29300755	06/10/2015	UI/UX Designer: $60,000 Developer: $70,000
29306450	06/11/2015	Junior: 45,000 Senior: 70,000

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8. If no openings now, when do you anticipate having openings for the positions listed in #1?

29262025	05/29/2015	unsure
29262036	05/29/2015	unknown
29300407	**06/10/2015**	**1 to 2 years**
29300755	06/10/2015	I anticipate at least 1 new hire (most likely a part-time developer) within the year.
29306450	06/11/2015	6 Months

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9. Would you give hiring preference to applicants with the proposed degree?

29262025	05/29/2015	not necessarily
29262036	05/29/2015	In Broadcast Production - few if any people check degrees. Most people look at your work.

29300407	**06/10/2015**	**Yes**
29300755	06/10/2015	Yes, as long as they had specific training in modern and emerging technologies (highly proficient in Adobe Creative Suite and/or Sketch, highly proficient in HTML & CSS, at least a little knowledge in Javascript and Front-End libraries, etc.)
29306450	06/11/2015	Yes

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10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? Would you provide tuition assistance to employees enrolling in program coursework?

29262025	05/29/2015	unable to do that
29262036	05/29/2015	If I grew large enough.
29300407	**06/10/2015**	**8 I can't speak to that, but it is a possibility.**
29300755	06/10/2015	0
29306450	06/11/2015	1

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11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends?

29262025	05/29/2015	possibly
29262036	05/29/2015	Absolutely.
29300407	**06/10/2015**	**Yes**
29300755	06/10/2015	n/a
29306450	06/11/2015	yes

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12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment?

29262025	05/29/2015	unsure
29262036	05/29/2015	My Company isn't large enough to participate.
29300407	**06/10/2015**	**I can not speak to that, but these are all possibilities.**
29300755	06/10/2015	We've discussed the possibility of needing an intern within the next year or 2.
29306450	06/11/2015	Internships

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13. Will you or a co-worker serve on the institution’s program advisory committee?

29262025	05/29/2015	possibly
29262036	05/29/2015	Probably not.
29300407	**06/10/2015**	**Yes, but this is not my area of expertise.**
29300755	06/10/2015	No
29306450	06/11/2015	Not at this time

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14. Indicate the skills individuals would need for employment in the positions listed in #1.

Interpersonal communications : 1.00 | 100%Supervision/Management : 0.00 | 0%Budgeting : 0.00 | 0%Written/oral communications : 1.00 | 100%Leadership/initiative : 1.00 | 100%Data analysis : 1.00 | 100%Team work : 1.00 | 100%Planning/Organizing : 1.00 | 100%Public Speaking : 0.00 | 0%Independent worker : 1.00 | 100%Conflict resolution : 0.00 | 0%Marketing : 1.00 | 100%Analytical reasoning : 1.00 | 100%Problem Solver : 1.00 | 100%Teacher/Trainer : 1.00 | 100%Computer programming : 1.00 | 100%Computer applications : 1.00 | 100%PowerPoint Presentations : 1.00 | 100%Foreign Language : 0.00 | 0%

	Question	Count	Score
1.	**Interpersonal communications**	**3**	**1.00**
2.	Supervision/Management	0	0.00
3.	Budgeting	0	0.00
4.	Written/oral communications	3	1.00
5.	Leadership/initiative	2	1.00
6.	Data analysis	2	1.00
7.	Team work	4	1.00
8.	Planning/Organizing	4	1.00
9.	Public Speaking	0	0.00
10.	Independent worker	3	1.00
11.	Conflict resolution	0	0.00
12.	Marketing	1	1.00
13.	Analytical reasoning	3	1.00
14.	Problem Solver	4	1.00
15.	Teacher/Trainer	2	1.00
16.	Computer programming	4	1.00
17.	Computer applications	4	1.00
18.	PowerPoint Presentations	1	1.00
19.	Foreign Language	0	0.00
		Average	**0.74**

15. List other skills not included in #14.

29262025	05/29/2015	
29262036	05/29/2015	
29300407	**06/10/2015**	**Conceptual Art design, and coding.**
29300755	06/10/2015	
29306450	06/11/2015	

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16. How will this proposed degree program benefit your local community, the state, region or nation?

29262025	05/29/2015	Possibly provide a more technical employment base; however, we see these students that learn here leave for larger states.
29262036	05/29/2015	It's a growing field. It's impact on this area has no track record, but could benefit many different types of businesses.
29300407	**06/10/2015**	**Growth in existing companies, and startup opportunities.**
29300755	06/10/2015	We're in a critical time in Arkansas. There's a small, but growing tech community bubbling up in Central and Northwest Arkansas, but there's not enough talent right now to fully support big growth. Programs like this have the opportunity to be a pipeline into that growing community.
29306450	06/11/2015	

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17. Provide any additional comments about the proposed degree program.

29262025	05/29/2015	
29262036	05/29/2015	
29300407	**06/10/2015**	**I believe that this is a new and exciting field that is wide open in this part of the country, and is full of opportunity.**
29300755	06/10/2015	
29306450	06/11/2015	

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Employer Needs Survey Form

Date July 7, 2015 Institution CAE USA

Return this survey by email to _____ by date: _____

(Institution provide email address above)

Proposed Degree Program _____

Brief description of the program _____

Employer CAE USA Type of company Simulation & Training

Contact Person Steve Davis Position Title Senior Manager

Email steven.davis@caemilusa.com Telephone number 813-887-7308

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program Multimedia Designer I, II, III
2. List the degree required for each job title listed in #1 Graphic Design,
3. Indicate the certification/licensure required for each job title listed in #1? N/A
4. How many positions do you currently have for each job title listed in #1? 10
5. How many position openings do you currently havefor each job title listed in #1? 6
6. How many position openings will you have the next 2–5 years for each job title listed in #1? 20
7. What is the annualsalary for each position listed in #4 &#5? 32 - 70K
8. If no openings now, when do you anticipate having openings for the positions listed in #1? _____
9. Would you give hiring preference to applicants with the proposed degree? yes
10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? _____ If yes, would you provide tuition assistance? yes
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? yes Indicate your preference online
12. Indicate the type of support your company will provide for the proposed degreeprogram, such as,program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment? internship
13. Will you or a co-worker serve on the institution's program advisory committee? yes, Myself (provide name of employee & email)
14. Indicate the skills individuals would need for employment in the positions listed in #1.

X Interpersonal communications	___Supervision/Management	___Budgeting
X Written/oral communications	___Leadership/initiative	___Data analysis
X Team work	X Planning/Organizing	___Public Speaking
___Independent worker	X Conflict resolution	___Marketing
X Analytical reasoning	___Problem Solver	___Teacher/Trainer
X Computer programming	X Computer applications	___PowerPoint Presentations

___Foreign Language (specify) _____

___Other skills not listed (identify) _____

15. How will this proposed degree program benefit your local community, the state, region or nation?
We develop courseware for military crewmembers. Customers desire more engaging & immersive content for learning.
16. Provide any additional comments about the proposed degree program.

U.S. National Job Outlook by Category - Bureau of Labor Statistics

Job Type	Median Salary 2012	Number of Jobs 2012	Job Outlook 2012-2022	Comparative Job Growth	Employment Change 2012-2022
Computer Programmers	$74,280	343,700	8% increase	As fast as average	28,400
Graphic Designers	$44,150	259,500	7% increase	Slower than average	17,400
Multimedia Artists and Animators	$61,370	68,900	6% increase	Slower than average	4,300
Software Developers	$93,350	1,018,000	22% increase	Much faster than average	222,600
Web Developers	$62,500	141,400	20% increase	Faster than average	28,500

Bureau of Labor Statistics
May 2014 State Occupational Employment and Wage Estimates for Arkansas

http://www.bls.gov/oes/current/oes_ar.htm

Occupation Title	Employment	Employment per 1000 jobs	Annual Mean Wage
Computer Programmers	3,280	2.834	$71,620
Computer Occupations, All Other	510	0.437	$76,870
Computer and Information Systems Managers	1,710	1.472	$109,880
Graphic Designers	940	0.807	$39,100
Art Directors	140	0.124	$51,900
Multimedia Artists and Animators	30	0.029	$36,390

Calculated with data collected from employers in all industry sectors in metropolitan and nonmetropolitan areas in Arkansas.

Walmart

2001 SE 10th Street
Bentonville, AR 72716-0315
Phone 479.204.6583
karla.winters@walmart.com

3D Design & Visualization

Karla Winters, Sr. Manager

June 3rd, 2015

Dr. Jeffrey Woods
Dean, College of Arts and Humanities and Professor of History
Arts and Humanities
Witherspoon Building 240
407 West Q Street
Russellville, AR 72801

Dear Dr. Woods,

I am writing this letter in support of Arkansas Tech University's proposed new degree program, a BA in Game Design and Interactive Media. 3D simulations in a retail environment are getting more and more popular and widely needed. Walmart Stores, Inc. has a team dedicated to visualizing store environments and proposed ideas to help aid in training associates and making decisions based on real-life scenarios.

The 3D Design & Visualization team look for talented individuals that have degrees and experience in graphic design, animation, game simulation, and programming. We are only one small team, fighting against other large teams and vendors, to provide the ultimate in retail design simulations. There are many other companies in this industry that look for talented people to fill these roles. I feel an education in this field would be helpful to your students by providing a variety of future employment opportunities.

Sincerely,

Karla D. Winters

Karla Winters
Sr. Manager
3D Design & Visualization
Store Layout Department
Walmart Stores, Inc

ACUMENBRANDS

August 12, 2015

Dean Jeff Woods
College of Arts and Humanities
Arkansas Tech University
WPN 240
407 West Q Street
Russellville, AR 72801

Dear Jeff,

It was great catching up with you the other day. Thank you for taking the time to show us your ideas around the Game and Interactive Media Design Program that you are looking to implement at Arkansas Tech. We believe it is very relevant to today's technology-centric business environment, and individuals with this type of skill set are very difficult to find in the workforce right now.

As you know, Acumen Brands has been on the cutting edge of interactive digital technology in the state of Arkansas (and nationally) over the last six years. Our flagship store, Country Outfitter (www.countryoutfitter.com), is the largest online retailer of country lifestyle footwear and apparel in the nation. Given this national presence, we must continually stay in stride with the fast-evolving world of interactive digital technology.

However, the talent pool in this realm is small, particularly in our state. We have had as many as 20 employees with this type of background on staff here at Acumen, and recruiting has been a significant challenge over the years. We have had to resort to recruiting nationally for these roles. A larger talent pool here in Arkansas would be a huge benefit not just to Acumen, but also to many other technology and design-centric companies who share the same struggles (I hear from them all the time – we all recruit the same few candidates who are out there). There are scores of startup and niche technology companies that have this need, as well as large companies such as WalMart.

These positions often pay upwards of $40,000 - $50,000/year as an entry-level salary, and people with this type of background and five years of experience can easily command six figure salaries.

Please let me know what we can do to help jump-start the Game and Interactive Media Design Program at ATU. It would fulfill a great need here in the state of Arkansas.

Sincerely,

Terry Turpin
CEO
Acumen Brands, inc./Country Outfitter

Acumen Brands, Inc. 1936 N. Shiloh Dr., Fayetteville, AR 72704
(p) 479.455.2022 (f) 479.718.0703

August 24, 2015

To Whom This May Concern,

My name is Katey Putelis. I am currently a Content QA Analyst at Riot Games working on *League of Legends*. I've been a part of the game industry for a little over two years.

The course selection provided for a B.A. in Game Design & Interactive Media provides a well-balanced knowledge of the various components necessary to be successful. The variety allows for students to grow and learn, and eventually choose the area they'd like to become an expert in.

The courses focus on key program knowledge, such as Maya and C++, which are crucial to know and understand before entering the realm of game development. While game studios – such as Riot Games – are happy to provide the resources to help grow someone in a particular craft, it's important to have a solid foundation.

One course that stood out was a senior spring course – Professional Portfolio.

While not all colleges/universities offer the support in regards to portfolio/professional prep work, these types of courses can accelerate a student into the working world. A solid portfolio is a key component when applying for a game design position. A portfolio becomes even more important when the candidate has no prior experience – which usually means they're fresh out of college. While this isn't a negative, it does mean the portfolio does have to stand out, and a course such as Professional Portfolio will give students an advantage.

Students who participate in the course list provided for a B.A. in Game Design & Interactive Media would have a strong chance at a position at Riot Games, or other game studies due to their well-rounded course curriculum, as well as their professional prep work. The combination of those two will set students up for success in the realm of game design.

If you have any additional questions, or would like more information, please feel free to e-mail me at kputelis@riotgames.com.

Respectfully,

Katey Putelis

Join Our Excellent Mobile and Web Developers in Conway

Metova, Inc. - Little Rock, AR

Posted: 5/22/2015

Apply Now (http://findmjob.com/job/onlAOfj_5BGZYaj8bDm0VA/Join-Our-Excellent-Mobile-and-Web-Developers-in-Conway.html?utm_source=Monster&utm_medium=PPC&utm_campaign=free)

We Strive For Excellence

Metova only hires those who share our . We want self-motivated, disciplined people who do what needs to be done instead of waiting to be told what to do. Your manager exists to give you what you need, not to micromanage or make decisions for you. If you are not responsible enough to take care of your own work, you will not work here.

You Deserve An Excellent Team

People describe you as intense, and you take that as a compliment. You require excellence. You expect your co-workers to make wise decisions, to be curious, to be courageous. You seek what is best for your team, whether that means discarding your ideas when presented with better ones, or abandoning your own work to sit next to a team member for an hour because you know she'd do the same for you. You are candid, and you listen well. You have great ideas and you drive them to implementation.

We Make Interesting Things

Every Metovian is encouraged to find their own purpose and to incorporate it into their work life. If your work is fulfilling, you will make your work the best that it can be. Here are some of the ways that working with us can give you an immense sense of purpose:* Help deaf and non-verbal children communicate through assistive technology* Build software and hardware prototypes to prove bleeding-edge ideas* Give life to startups that were nothing more than a good idea before you came along* Teach others how to think creatively about new problems* Be challenged in your notions of what can and can't be done

We Are Innovators

You could work for Big Corp and work on one thing forever. Or you can work with us and find neat problems to solve all the time. Here are some of the cool things we've worked on:* Unlocking doors with our phones* Devising new security exploits for mobile devices* Syncing media playback across multiple mobile devices* Customizing the Android OS to run on custom hardware* Designing scalable systems on AWS using the latest and greatest tech

Skills & Requirements

You should be someone who embodies our . If you exemplify all of these values, we will find a place for you. Developers should have 2 years of college or work experience with any subset of the following technologies:* Android (Android Studio, Gradle, Java, Maven)* Front-End Web (Adobe Flash, AngularJS, CSS3, HTML5, Jasmine, JavaScript, PhantomJS)* iOS (CocoaPods, Objective-C, Swift, Xcode)* Java (Apache CXF, Eclipse, Hibernate, Maven, Spring)* Ruby on Rails (Devise, Pundit, RubyMine, RSpec)* Web Server Management (Amazon Web Services, New Relic, Puppet)

About Metova, Inc.

Work for a company that understands technology, user experience, and professional services intimately.* Salary is based on the value you provide, and we are willing to pay top of market for excellent people.* Family health benefits, disability benefits, and a 401(k) plan are included.* Casual, open work environment at an incredible facility.* Natural light, windows everywhere.* Stocked beverage fridge, coffee, etc.* Game room with ping pong table and custom-built arcade system.* Did we mention, two craft beers on tap?

No third parties please.

Joel Test score: 12 out of 12

The is a twelve-question measure of the quality of a software team.* Do you use source control?* Can you make a build in one step?* Do you make daily builds?* Do you have a bug database?* Do you fix bugs before writing new code?* Do you have an up-to-date schedule?* Do you have a spec?* Do programmers have quiet working conditions?* Do you use the best tools money can buy?* Do you have testers?* Do new candidates write code during their interview?* Do you do hallway usability testing?

More java Jobs

More java Jobs

More java Jobs

Apply Now (http://findmjob.com/job/onlAOfj_5BGZYaj8bDm0VA/Join-Our-Excellent-Mobile-and-Web-Developers-in-Conway.html?utm_source=Monster&utm_medium=PPC&utm_campaign=free)

Art Director

Rockfish - Rogers, AR 72757

Posted: 5/28/2015

Apply Now (http://rockfish.theresumator.com/apply/4oXUI4/Art-Director?source=MONS)

The Art Director works closely with the creative leadership as well as project management, account services and technology to develop the content and layout of a project that coordinates across different digital media (web, tablet, mobile, social, video, etc).

Responsibilities:

Create design systems that can coordinate across multiple platforms (web, mobile, social, etc) Create style guides to support design systems Incorporate knowledge of digital trends and technologies into client solutions Develop concepts and executions independently Work independently with limited oversight and guidance Present concepts and designs internally and to client when appropriate Delegate and direct efforts of other designers to complete project deliverables Manage progress of projects to meet established timelines, hours, and creative brief Grow the skills of design personnel over time Lead projects from the design perspective as well as taking a lead role in developing ideas for multiple projects Manage the daily work assignments of a team of designers Closely monitor progress of projects Lead design team in meeting expectations on client deliverables and understand the process to get to a great final product Requirements:

Design Degree or equivalent experience Strong understanding of design and typography principles Strong understanding of relevant social media apps (Facebook, Twitter, Instagram, Pinterest, etc) Strong Understanding of HTML/CSS/JavaScript/Flash Strong understanding of production process for digital media (cuts, style guides, colorspace, file compression, layer comps, smart objects, exporting, batch processing, etc.) Professional recognition via industry awards, speaking engagements, etc. Considered expert in the field with specialization in visual, typography, animation, video, 3D,etc. Strong understanding of production Firm grasp of development tools Ability to inspire, collaborate, motivate, and set direction for designers Solid presentation skills Ability to coach, manage, and direct design work Ability to grow and guide career paths for designers Ability to manage multiple priorities simultaneously

Apply Now (http://rockfish.theresumator.com/apply/4oXUI4/Art-Director?source=MONS)

monster

compsys
computer systems & Services

Job Summary

Company
CompSys

Location
North Little Rock, AR 72113

Industries
Computer Software
Computer/IT Services

Job Type
Full Time
Employee

Years of Experience
1+ to 2 Years

Education Level
High School or equivalent

Career Level
Entry Level

Salary
35.00 - 45,000.00 $ /year

Software Developer

About the Job

Compsys, Inc. has a position open for a C# developer. Duties will consist of, but not be limited to, developing and troubleshooting custom small business applications. This is a ground level opportunity for the right person to help us develop this area of our business.
We offer 100% employer paid Health, Dental, Disability, and life insurance for our team.
If this sounds like an opportunity you would be interested in, let us know.

Apply

INSTRUCTOR - Little Rock, AR

UALR - Little Rock, AR

Posted: 5/6/2015

Apply Now (http://jobrep.com/job/3806661/instructor-little-rock-ar/us/?utm_source=Monster&utm_medium=PPC&utm_campaign=free)

University of Arkansas atLittle RockEmerging Analytics Center (EAC)3D Artist III/Graphic Artist IIIThe University of Arkansas at Little Rock seeks applications for the position of 3D Graphic Artist III (P98118) for the Emerging Analytics Center (EAC). EAC works on a wide range of virtual reality and interactive visualization applied research projects, many of which require the creation of 3D assets, shaders, scripts, animations and other components. The 3D artist will be responsible for the development of the "look and feel" of many projects and will work directly under the center's Director. This position may also require to supervise art and design students assisting on the projects. The position also has opportunities for advancement to a lead position. This position reports directly to the Director of EAC and its main location will be the central offices of EAC in the EIT building.Applicants must possess advance knowledge of Photoshop or similar packages and experience with 3D modeling tools such as 3D Studio Max, Maya, Blender or Google Sketch up.Required Qualifications: A bachelor's degree is required with three years' experience or equivalent expertise in 3D Art.Preferred Qualifications: Experience with a scripting or programming language desired but not required.Application materials must be submitted through the online application system. Additional information about this position and application requirements are available under the Jobs link on the Human Resources' website at ualr.edu/humanresources/. Incomplete applications will not be considered. This position is subject to a pre-employment criminal background check. A criminal conviction or arrest pending adjudication alone shall not disqualify an applicant in the absence of a relationship to the requirements of the position. Background check information will be used in a confidential, non-discriminatory manner consistent with state and federal law.The University of Arkansas at Little Rock is an equal opportunity, affirmative action employer and actively seeks the candidacy of minorities, women, veterans, and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.

Apply Now (http://jobrep.com/job/3806661/instructor-little-rock-ar/us/?utm_source=Monster&utm_medium=PPC&utm_campaign=free)

monster

1st Employment Staffing

Job Summary

Company
1st Employment Staffing

Location
Springdale, AR 72764

Industries
Construction - Industrial Facilities and Infrastructure
Manufacturing - Other
Engineering Services

Job Type
Full Time
Employee

Years of Experience
2+ to 5 Years

Education Level
Associate Degree

Career Level
Experienced (Non-Manager)

Salary
40,000.00 - 50,000.00 $ /year

CAD Drafter

About the Job

Revit/AutoCAD Technician – Springdale, AR
Temp to Perm or Direct Hire DOE
$15 – 25H/R DOE

Function as a structural/plant layout designer by working closely with a lead engineer or in a small team designing large and medium sized projects or on multiple small projects. Design/draft new or modifications to existing buildings and other structures for industrial manufacturing, processing, and storage facilities. Work primarily involves but is not limited to steel framing, concrete structures, foundations and retrofit of any type of structural element. Layout of buildings and process equipment. Person will be a member of a team in the production of deliverables for the above items and will prepare plan and detail drawings of structures using AutoCAD or Revit software. Perform other duties related to project deliverables as directed by supervisor. Key elements of the duties include:

- Prepare plant layout, structural and mechanical drawings to produce finished drawings under the supervision of a licensed professional engineer.
- Make revisions to drawings as directed by professional engineer during the design and constructionphase of the project
- Produce drawings in accordance with Facility Engineering Services' engineering and CAD standards and industry standards
- Assist management and professional staff in the development of standards.

As a minimum, applicants must have an Associate's Degree in CAD design/drafting curriculum or similar technical program or equivalent. Key requirements of the candidate qualifications are:

- Extensive knowledge of Autodesk Revit and /AutoCAD software
- Knowledge of material handling and agricultural processing facility layout, meat processing, rendering,
- bulk storage and other similar facility types.
- Knowledge of structural drafting of all major materials of construction.
- Knowledgeable of structural steel detailing, concrete/rebar layout/detailing
- Knowledge of plant layout
- Aptitude for visualizing in 3-D
- Experience with industrial drawings
- Knowledgeable of building applications, construction methods and relevant building codes
- Functional knowledge of Excel, Word, or other office type software.

Requires interaction and coordination with other design disciplines to complete design tasks. Must occasionally travel to client sites for gathering information and

monster

Ron Sherman Productions

Job Summary

Company
Ron Sherman Productions

Location
Little Rock, AR 72209

Industries
Advertising and PR Services

Job Type
Full Time
Employee

Digital Marketing Assistant

About the Job

Ron Sherman Advertising & Teleproductions is an established advertising agency and video production company in Little Rock, AR that has been an industry leader for over 30 years. Our company is rapidly growing and is in need of talented individuals to fill these newly available positions. We are looking for not only experienced, talented individuals but team players that will be a great fit in our company culture. It is an exciting time to be a part of Ron Sherman Advertising & Teleproductions and we look forward to hearing from you. If you think you would be an asset to our company, don't hesitate to apply!

Digital Marketing Assistant
RSAT is seeking to expand its rapidly growing internet marketing department and is looking for a well-rounded individual who has experience in one or more of the following areas:
-Graphic Design
-Website Development
-Search Engine Optimization (SEO)
-Online Advertising
-Social Media
-Content Writing

The responsibilities of this position are to help ensure all projects are completed on time and correctly, while staying up to date on the latest industry trends in internet marketing and website design so that our clients continue to receive premium results in a timely fashion so they maintain their status as trendsetters within their respected industries. This is salaried position offering benefits, matching IRA, and vacation days.

Requirements:
-Experience in media preferred not required, whether it be with an agency or radio/TV/print
-Bachelor's degree preferred not required in advertising, marketing, computer science, or information technology related field
-Must have intermediate to high skill level in web design, programming, and/or internet marketing
-Must have strong communication skills to communicate with clients or colleagues on projects
-Must have ability to stay organized and meet deadlines in fast-paced environment
-Must be willing to occasionally stay late or work weekends as workload dictates
-Monitoring, tracking, and reporting of performance

Apply

PatientPoint
Engagement to Outcomes

Job Summary

Company
PatientPoint

Location
Little Rock, AR 72201

Industries
Healthcare Services

Job Type
Full Time
Employee

Years of Experience
1+ to 2 Years

Education Level
Associate Degree

Digital Ad Designer

About the Job

Company Description

PatientPoint® is the leader and innovator of patient and physician engagement solutions at the point of care. PatientPoint award-winning patient education programs and care coordination platform drive meaningful outcomes for patients, healthcare providers and program sponsors. The PatientPoint Care Coordination Platform is the first mobile-enabled care coordination and patient engagement platform to be prevalidated by the National Committee for Quality Assurance (NCQA) for 2011 patient-centered medical home (PCMH) criteria. PatientPoint serves more than 61,000 physicians across all programs and more than 570 hospitals throughout the U.S., and impacts over 456 million patient and caregiver exposures annually. Learn more at www.patientpoint.com

Job Description

The Digital Designer's primary role is to execute digital animations for local advertisers supporting the hospital waiting room digital screens program (HDN). The Digital Designer reports to Art Director, Digital Ads, and will work across departments as needed to meet the needs of business stakeholders. The Digital Designer will concept, design and deliver quality final assets that meet the requirements of the program. The Digital Designer will help aid the Art Director's management of program sponsor deliverables for our other digital programs—including local and national ads for our waiting room program and varied ads for our interactive programs. This role will also be responsible for contributing (as capacity allows) to execution of editorial segments and content production tasks (sound/VO editing) for our waiting room overall program. This essential role will partner with other creative designers as needed to ensure quality execution within digital products for clients, customers and patients.

Position Responsibilities:

-Serves on the Creative Department's digital design team to support development of sponsor ads for hospital—including new builds, edits and ongoing updates.

Email to Jeff Woods from Shauna Donnell, 6/2/15

There are 12,594 freshman prospects in Banner for fall 2015. Of those prospects, here is the headcount for the following majors:
ART: 16
ART EDUCATION: 40
ELEG-COMPUTER ENGINEERING: 73
COMPUTER SCIENCE: 190
FINE ARTS: 49
GRAPHIC DESIGN: 187
INFORMATION SYSTEMS: 49
INFORMATION TECHNOLOGY: 38

Shauna S. Donnell, Assistant Vice President
Enrollment Management
Arkansas Tech University
1605 Coliseum Drive, Room 147
Russellville AR 72801-2222
PH: 479.968.0343
FAX: 479.964.0522
sdonnell@atu.edu

Degree Results, June-July 2015

Q1 Are you currently enrolled at Arkansas Tech University?
Q2 If you are enrolled at Arkansas Tech, have you declared a major?
Q3 If you are not currently a student at Arkansas Tech, do you plan on enrolling at Arkansas Tech University in the future?
Q4 If you are not currently a student at Arkansas Tech, would you be more likely to enroll at Arkansas Tech if a Game and Interactive Media Design major was available?
Q5 Would you declare Game and Interactive Media Design as your major?

Q1		
Yes	No	Blank
1122	368	24

Q2		
Yes	No	Blank
850	480	184

Q3		
Yes	No	Blank
508	38	968

Q4		
Yes	No	Blank
155	515	844

Q5			
Yes	No	Maybe	Blank
49	1219	220	26

Results are out of 645 total participants.

Appendix B
Sample Syllabi

Existing Courses

ART 1303 **SPRING 2014**

INTRODUCTION TO DRAWING

INSTRUCTOR – David Mudrinich, Department of Art Rm. 206, Norman Hall
479-968-0479 dmudrinich@atu.edu Office Hrs: MW 11-12 & 1-4; TR 4-5 or appt.

CATALOGUE DESCRIPTION – An introduction to structural and expressive responses in drawing by the study of line, volume, shape, light, perspective, the media and their interrelations. Studio six hours. $36 course fee.

MATERIALS

Drawing Pencils – 6B / 4B / B / 2H and additional numbers if you like
Vine or Willow Charcoal – hard / med. / soft
Charcoal Pencil – med. or soft
Blending Stump
Art Gum Eraser
Kneaded Eraser
Vinyl or Pink Eraser
White Drawing Pad – 18" X 24"
Spray Fixative – for home use

*Viewcatcher, conte crayons, 9 x 12 drawing pad, ink & some papers are provided in class.

REQUIRED TEXT – How To Draw What You See by Rudy De Reyna

BIBLIOGRAPHY – The Art of Drawing by Bernard Chaet; Design Basics by David Lauer; The Art of Responsive Drawing by Nathan Goldstein; **online sites:** artcyclopedia.com; askart.com

JUSTIFICATION FOR THE COURSE – Drawing is the basic art form on which all other forms of art (painting, sculpture, etc.) are built. It sharpens observation, increases perception and releases expression. It provides a means for preliminary study and visualization of ideas. Traditionally, drawing has been the primary medium of art instruction in the Western world for the past several hundred years. It is part of the core curriculum of all art programs in accredited institutions.

COURSE OBJECTIVES – The student will gain a working knowledge of a wide variety of drawing media through prepared assignments.
-The student will demonstrate a controlled handling of the basic techniques of drawing in relation to portraying line, value, shape volume and composition through a variety of observation drawing exercises.

-The student will demonstrate, through drawing, the basic concepts of linear perspective and additional ways to achieve 3D effects within a 2D format.

ASSESSMENT – Assignments will be checked daily by the instructor. There will be periodical portfolio reviews and a final review. Students will receive notice prior to submitting their portfolio which will list the required contents. Approximately 20 drawings will be graded. Students will be assigned A, B, C, D or F based on their demonstrated ability in understanding the technical aspects of each assignment and their originality in creative expression.

Students must show a commitment to the class by using class time efficiently, show promptness in meeting deadlines and maintain a cooperative attitude. **All assignments must be completed to be eligible for an A grade for the semester!** A test on terminology will be given at semester's end. **SEE EVALUATION CRITERIA SHEET**

ABSENCES – Up to 4 classes can be missed without penalty, **except** for assigned due dates and exams. The final grade will be dropped a letter grade for each class missed beyond the 4 limit. For more than 7 classes missed, the student will receive a failing grade. More than 3 tardy occurrences or leaving class before the determined end of class time will result in a recorded absence. Student participation in a University event will not be counted as an absence.

NO CELL-PHONES / NO TEXTING IN CLASS! Students are expected to confirm to the standards of conduct set forth in the Arkansas Tech Student Handbook.

Disability Services

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. If you have any questions or concerns about disability services and testing accommodations for students registered with the Office of Disability Services please contact Liz Means, Coordinator for Disability Services at 968-0302. For questions about testing practices and policies, please contact Karen Pittman, Coordinator of Testing Services at 968-0382.

COURSE CONTENT – Students will be introduced to a variety of drawing media and art vocabulary. Course work begins with drawing problems keyed off of the basic forms of the cylinder, cone and cube dealing mainly with contour and value. Light, texture shape, value and composition will be stressed through expressive means in drawings of still life, interior and landscape themes. Exercises continue through the semester focusing on linear perspective; geometric structure; mechanical forms; texture; landscape in light; organic forms; blow-up scale drawing; close-up abstraction; and mixed media. Students will finish out the semester with semi-independent projects.

ART 1403 – 2D Design

Spring 2014

Dr. Dawn Ward – Office hours by appointment 104-A

Email: dward23@atu.edu

Class Schedule: Norman Art Building 208 MWF 9:00 - 11:50a.m.

Academic Credit: 3 hours

Prerequisite: None

Course Objectives:

The course objective is to develop a working knowledge of design principles and elements. The students will exhibit a controlled handling of materials to effectively demonstrate these design principles and elements.

Visual design is an essential element of all artistic development and production. The study of visual design provides the student with the necessary guidelines for communicating ideas. Creative problem solving skills are an integral part of the design process and help to facilitate student development. Visual design is a part of the foundation courses for all studio majors in art programs at accredited art institutions. To become a writer, one must first understand grammar; this is a course in "art grammar."

Catalog Description: This is a course about the basic study of elements and principles of two-dimensional design employing a variety of tools and materials.

Materials

Sketchbook
Xacto cutting knife
Scissors
Pens/Pencils
Straight Edge
Eraser
Bristol Board/Illustration Board
Black and White Acrylic Paint
Brush
Some supplies will be provided (sharpie markers, glue, and paper)

Course Outline:

Students will receive a series of projects that focus on ideas and designs in a 2D-format. There will be one test and several quizzes throughout the semester over the elements and principles of design. There will also be due a written analysis explaining the use of the elements and principles within a 2D piece of artwork.

Course Grading:

Exercises/Projects: 75%

Class Participation: 10%

Quizzes: 5%

Test: 5%

2D Artwork Analysis: 5%

Grading:

A Consistently excellent work, depth of research, growth and involvement, exceeds expectation, participates intelligently in class discussions

B Above average work, sound and continuing growth, participates in class discussions

C Average work, adequate growth and understanding and skill, participates in class

D Below average work, work is of low quality, nominal growth and understanding, minimal participation

F Failing, work is of low quality, multiple absences, bad attitude in class

Evaluation Criteria

Craftsmanship: Ability to demonstrate skill in use of materials, tools, and techniques to achieve the project objective. Work demonstrates effort and patience in achieving project objectives. Work is clean, undamaged, and durable for presentation.

Composition: Ability to demonstrate a carefully planned organization of the elements and principles of design within the project assigned or viewed. This includes the incorporation of line, shape, value, directional force, proportion, scale and unity within the format of the drawing

Content: Ability to depict, through observation, a recognizable object/subject within the drawing. This includes demonstration of the basic concepts of linear perspective, vertical placement, diminishing size, overlap and atmospheric perspective.

Creativity: How inventive, distinctive, and original you are in accomplishing the Above 3 areas of review. This could include your line/mark-making techniques; how complex your composition is in employing value contrast, shape varieties, etc.; or your selected point-of-view.

Additional Hours Outside of Class: Students are expected to spend the necessary amount of time outside of class to complete assignments.

Attendance Policy:

Up to 4 classes can be missed without penalty, **except** for assigned due dates and exams. The final grade will be dropped a letter grade for each class missed beyond the 4 limit. For more than 7 classes missed, the student will receive a failing grade. More than 3 tardy occurrences or leaving class before the determined end of class time will result in a recorded absence. Student participation in a University event will **NOT** be counted as an absence.

Student Disability:

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. If you have a question or concern about disability services and testing accommodations for students registered with the Office of Disability Services please contact Liz Means, Coordinator of Disability Services at 479- 968-0302. For questions about testing practices and policies, please contact Karen Pittman, Coordinator of testing Services at 479-968-0382.

Cell Phones: Not Permitted in Class

ARKANSAS TECH UNIVERSITY

Department of Computer and Information Science

Fall 2015

COURSE: COMS 1403

Orientation to Computing, Information, and Technology

INSTRUCTOR: Ron Robison Corley 243 rrobison@atu.edu

CATALOG

DESCRIPTION: Co-requisites: MATH 1113 and COMS 1411

An overview of hardware, software, technology, and information systems concepts and terms as well as ethics and opportunities within the three fields.
Note: Required of all students who have declared a major in Computer Science, Information Systems, or Information Technology.

OFFICE HOURS:

	MWF	TBA
	TR	TBA

Virtual: TBA

TEXTS and

MATERIALS: Computer Science *An Overview*; 11th Edition; J. Glenn Brookshear; Addison-Wesley, 2012. ISBN-10: 0-13-256903-5

COURSE

OBJECTIVES:

- Describe the fields of Computer Science, Information Systems, and Information Technology as well as characterize the relationship of the fields.
- Define basic terminology related to the field of computing.
- Describe the basic computer architecture and how a program is stored and executed.
- Describe organizations of data (such as data structures and databases).
- Describe how the computer is used as a tool that can be utilized in organizing and manipulating data and information.
- Describe the purpose and functions of an Operating System.
- Identify and discuss ethics and professionalism, given a particular real-world case or circumstance.

Major Topics Covered in the Course:

- Binary representation of data
- Machine architecture and the machine cycle
- History of computing and information technology
- Operating systems and process management
- Algorithm design, development
- Languages and programming
- Data structure and organization, file processing, and database technology
- Information system development and project management
- Ethics, security, and forensics
- Business intelligence, decision support, and competitive advantage

EXAMINATIONS: Students should PLAN for four examinations, including a comprehensive final exam. The instructor does NOT guarantee any make-up exams. Should it be necessary to miss an exam due to an emergency or illness, every effort should be made to notify the instructor BEFORE the examination. Students are responsible for all material covered in lecture unless otherwise indicated by the instructor.

COURSE ASSIGNMENTS: Students are expected to complete all assignments on time. The instructor does NOT guarantee make-up assignments or credit for work that is turned in late.

GRADES: The following table is based on total percentage points accumulated, and will be used to assign final course grades:

90% - 100%	A	60% - 69%	D
80% - 89%	B	Below 60%	F
70% - 79%	C		

Points earned on examinations will contribute 80% of the total percentage points used to compute final course grades from the above table. The remaining 20% of total percentage points available will come from project/mini-research assignments and/or quizzes and/or homework and/or class participation and attendance at the discretion of the instructor.

BIBLIOGRAPHY: Supplemental reading will be assigned during the semester, as required.

POLICIES and CONDUCT: Students are expected to adhere to all University policies and regulations as set forth in the ATU Catalog and Student Handbook.

Students are expected to do their own work and to respect the rights of others. It should be obvious that, as a future graduate, employee, and member of society, each student must learn to be responsible for their own behavior and accomplishments. Once a person has lost credibility, and the respect of others, it is often very difficult to get them back. Because questions might arise with regard to certain situations and types of assignments, the student should not hesitate to clarify their position with the instructor.

COMS1411 – Computer and Information Science Lab

ARKANSAS TECH UNIVERSITY
Department of Computer and Information Science

Spring 2015

COURSE Matt Brown Office: Corley 241 Phone: 356-2161

INSTRUCTOR Email: hbrown11@atu.edu

Office HoursSpring 2015:
Mon Tue Wed Thu Fri
Or by Appointment

TEXT ***No required text.***

CATALOGUE Corequisite : COMS 1403.

DESCRIPTION An introduction to the computing resources of the department and the university

OBJECTIVES, CONTENT, & RATIONALE
Upon successful completion of this course, students will be prepared to:
1. Demonstrate competency with accessing, manipulating, and securing University and Departmental computing systems.
2. Demonstrate competency with accessing, manipulating, and securing University and Departmental communication systems.
3. Demonstrate competency with accessing and manipulating common utilities (Crimson Editor, compilers, etc.) on departmental and university computing systems
4. Demonstrate basic problem solving skills by giving and following precise directions involving structures such as sequences, conditions, and repetition.

ASSESSMENT The final grade will consist of 100 percentage points, with the following breakdown:

Attendance/Completion of Lab Activities
13 labs @ 3.85% of final grade each **50%**
Blackboard Questions
13 labs @ 3.85% of final grade each **50%**
Final Exam(Replaces Lowest Lab)
Total 100%
The following percentage table will be used to assign scores:
90-100% - A 80-89% - B 70-79% - C 60-69% - D Below 60% - F

PLEASE NOTE: Because this is a course where work is expected to be completed in class with lab resources, attendance is critical. THERE WILL BE NO MAKE-UP LABS! Instead, a final exam will be given to replace the lowest lab score. (There will be no way to make up more than one unexcused absence.) Each absence will result in approximately an 8% drop in your final grade. More than 5 absences will result in an automatic F for this course.

BIBLIOGRAPHY There is no required supplemental reading list for this course.

PLAGIARISM, Refer to the rules set forth in the student handbook. Students are expected to do their own work.

CHEATING Consider your actions carefully: there will be no tolerance for conduct that even gives the appearance of cheating. Students are expected to respect the rights of others. Any questions regarding the policy of cheating or conduct in this class should be clarified with the instructor. Cheating will result in a negative score (deduction from the final course grade) and will be reported to appropriate governing bodies, e.g. the CIS ethics committee.

This course introduces the following student learning outcomes:

(a)An ability to apply knowledge of computing and mathematics appropriate to the discipline
(b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
(i) An ability to use current techniques, skills, and tools necessary for computing practice.
(j) An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
[CS]4

Syllabus:

ACTS Course Number: Engl 2013
ENGL 2043: Intro to Creative writing
Professor: Paul Lake
Office Hours: Office Hours: MWF—11:00—11:45; Tues. &Thurs. 12:20-1:00
Office Phone: 968-0637
e-mail: plake@atu.edu

Catalog Description: "Introduction to techniques of writing both fiction and poetry."

Texts: *Poetry: A Pocket Anthology, seventh ed.,* Ed. by R. S. Gwynn
Rose, Where Did You Get that Red, Kenneth Kock, Vintage
Naming the World, ed. by Bret Anthony Johnston, Random House
Supplementary Readings:
Poetry Magazine
Norton Anthology of Modern Poetry
The Art of the Short Story, ed. by Dana Gioia and R. S. Gwynn. Pearson/Longman.

Purpose of Course:
To write poetry and fiction, using concrete diction and images instead of abstract diction and rhetoric.
To understand and use figures of speech, such as similes and metaphors, and to understand and use symbols.
To write concisely and clearly.
To counterpoint syntax and the poetic line to create verbal and rhythmical tension.
To create character and setting in poetry and fiction.
To use dialogue in fiction.
To plot effectively in fiction.
To understand and use different points of view in fiction writing.

How Course Meets General Education Guidelines: This course helps students to meet the following General Education goals. It enables them to "listen attentively, and read, write, and speak clearly and effectively"; and "understand the nature and function of the arts, explore and learn to enjoy the possibilities of artistic creation, and discover how the full range of human expression is given in works of art."

Instruction Methods:

This course combines brief lectures, individual student-teacher meetings, group discussions, and teacher-directed workshop. After the instructor introduces a poetic or fictional device in a brief lecture, the class engages in group discussions about poems and stories that use the device. The students then write exercises using these devices, and after reading them to the class, listen while the class analyzes and discusses them with an eye toward helping the writer revise and improve the work. The students then bring in the revised work and the process begins again. Final drafts of

poems and prose sketches are collected and reviewed in a notebook at midterm and at the end of the semester.

Assessment Methods:

* Analysis and discussion of student poems and stories.
* Individual meetings with instructor.
* Workshop discussions.
* Final notebooks evaluated and graded by teacher.

The student's grade is based on the quality of the final poetry notebook (50%) and the fiction notebook (50%).

Absence and Attendance Policy*:* Because the workshop method depends on the participation of students in the discussion of each other's work, students will be allowed only three unexcused absences (absences without a doctor's permission). A fourth unexcused absence may lead to the student being dropped from the course.

Students who have to leave class early should notify the instructor before class. Students who leave in the middle of class without notification will be counted as absent.

Course Outline:

We begin the class by discussing abstract and concrete diction. Then after reading several classic Imagist poems by Ezra Pound, H. D., and William Carlos Williams and discussing imagistic free verse, the students write Imagist poems of their own, concentrating on using clear and concise language and images. Next, we have an assignment on an expanded imagist poem. Then we apply the imagist technique in two more playful exercises taken from *Rose, Where Did You Get that Red*. Both of these assignments involve imitating the style of poems by Blake, Stevens, and Whitman.

After looking at longer poems using imagistic techniques by writers such as Kenneth Rexroth, Denise Levertov, and Gary Snyder, we then expand this method: students write a longer poem about an important place or event, showing the passage of time or their emotional reaction to the event or situation. Students then read and write poems about childhood places or experiences, using concrete diction and suggestive images to evoke feelings and memories. The class then reads and discusses poems from our anthology which express strong but socially disapproved emotions such as anger and hate. After looking at poems by Sylvia Plath, Martial, Audre Lorde, and others, students write poems expressing anger, invective, or righteous indignation. We then discuss syllabic verse, in which the syllables in a poetic line are counted. After reading several syllabic poems, the students combine their use of images, figures of speech, and strong emotion to write a syllabic poem of their own.

To help make the transition to fiction writing, our last poem is a dramatic monologue. The class first reads dramatic monologues by writers such as Browning and Tennyson and modern and contemporary poets; then students who are primarily interested in poetry write a monologue of their own, trying to create both a dramatic situation and the voice of a created character.

In fiction writing, we begin by developing a common critical vocabulary of terms such as setting, plot, theme, character, dialogue, flashback, etc. We then discuss the way stories are constructed out of two basic elements: summary and scene. After reading sections of *Naming the World* on point of view, dialogue, voice, and the use of third person objective, we read and analyze a story in

that form by Ernest Hemingway, “Hills Like White Elements.” The students then write an original story of their own in the same third person objective form.

We then read the essay by Dan Pope on “The Five Modes.” The students’ next assignment is to complete the exercise in this chapter and write five exercises, each in one of the five modes. Finally, all students complete the written exercise proposed in Katherine Min’s chapter “On Dialogue,” first writing a page of pure dialogue, and then rewriting the scene in exposition, and then finally combining elements of both to complete a full-blown fictional scene. Students interested primarily in fiction will then expand this exercise into a complete third-person short story, using the omniscient or third person close point of view.

Poetry Assignments from *Rose, Where Did You Get that Red*:

1. Read Chapter One (p. 5-34), Chapter Five (p. 72-82), and Chapter Six (p. 83-87). Select one of these three poetry writing exercises, write a poem, and bring it to class for critique.
2. Read the exercises for Marlow (p. 194-5), Whitman (p.227-29), Stevens (p. 252-6), Bishop (p. 262-3), and O’Hara (p. 268-271). Then chose one of the exercises and write a poem and bring it to class.

Students will then work in groups to select which of the two assignments is best so the student can include it in her or his poetry portfolio. They can also make suggestions to improve it.

The following assignments will included in your notebooks and form the basis of most of your grade.

Poetry

1. Image poem
2. Expanded image poem
3. The best of the two writing exercises from *Rose, Where Did You Get that Red*
4. Childhood poem
5. Poem of anger, invective, or righteous indignation.
6. Syllabic poem

**7. Dramatic monologue (only for students interested primarily in poetry; fiction writers will skip this and expand assignment three into a third-person (omniscient or third person “close” or “intimate”) point of view story.*

Fiction for all students:

1. Third person objective prose sketch (approx. 2-3 pages) imitating Hemingway’s story. (Include a conflict, dialogue, and small bits of exposition).
2. “Five Modes” exercise on p. 163-65

Read pages 162-65. Those pages describe five short exercises, which will comprise assignment 2. You may shorten the assignment a bit, changing the “couple of pages” to “one or two,” and shortening the three description exercises to a paragraph or two of each. On the final exercise (“Exposition), students will pick only one of the “exposition” exercises.

***For Fiction Writers Only**: Chose **one** of these exercises:*

A. Exercise on P. 236-7 by Katherine Min: dialogue, exposition; combination of previous two, adding description, action, and thought, to create an entire scene.

The poetry writers will write this short exercise using the prompt in exercise 1 about a divorcing couple. Those of you who want to focus on fiction and want to write a full-fledged short story instead of a dramatic monologue can invent your own prompt for the

exercises on the pages above for this exercise, and then expand your idea into a whole third person close or omniscient story for your fourth assignment.

OR

B.
Third person (omniscient or "intimate/close") story on any theme.

Weeks 1 and 2:
Introduce course
Imagism (poems by Pound, Williams, H. D, etc.)
Assignment: Imagist poem

Weeks 3:
Assignment: Expanded Imagist poem (Snyder, Rexroth, etc.)

Weeks 4:
No Class on September 14
1. Read Chapter One (p. 5-34), Chapter Five (p. 72-82), and Chapter Six (p. 83-87). Select one of these three poetry writing exercises, write a poem, and bring it to class for critique.
2. Read the exercises for Marlow (p. 194-5), Whitman (p.227-29), Stevens (p. 252-6), Bishop (p. 262-3), and O'Hara (p. 268-271). Then chose one of the exercises and write a poem and bring it to class.
In small groups, decide which is the better of the two poems and critique it.
Assignment: Select the better of the two exercises to include in your final portfolio and revise it after your group critiques it.

Weeks 5 and 6:
Childhood poems (D. H. Lawrence. A. D. Hope, etc.)
Assignment: Poem about childhood.

Week 7
Poetry of Anger or Invective
(June Jordan, Sylvia Plath, etc.)
Assignment: Poem of anger or invective

Week 8 and 9:
Syllabic Poetry
(Marianne Moore, Dylan Thomas, etc.)
Assignment: Syllabic poem, normative

For Poets Only:

Week 10
The Dramatic Monologue
Randall Jarrell, Daniel Epstein (handouts), etc.

Assignment: Dramatic Monologue (20 lines or more)

Fiction:

Week 10:
Read: Point of View intro p. 119-122; p. 129-30; 134-35.
In class read and discuss handout: third person objective story (by Hemingway), "Hills Like White Elephants")
Read (and discuss in class) "Plot and Narrative" p. 119-122; p. 204; p. 206-208.
Read "Character" intro p. 67-70; 91-92.
Read "Dialogue and Voice" intro p. 215-220; 221-223.
Assignment: Write a story of 2-4 pages (double spaced), using 3rd person objective point of view.

Turn in final Poetry Portfolio: Label each poem ("Expanded Imagist," etc.), put final draft on top, then the first draft on the next page.
Week 11:
Read "The Five Modes" p. 162-165.
Assignment: Write the five parts of the exercise on the five modes. See the description of this assignment above on the list of fiction assignments for more details.

Bring three copies of this exercise to class (two for fellow students, one for the teacher to read at his desk) labeling each part clearly ("Dialogue," etc.).

In class, the students will break into small groups and read each other's exercises. If each exercise is completed successfully, put a check at the top; if the exercise fails in any way, instead of a check, write a sentence or two on what needs changing.

Week 12:
Read p. 236-37
Assignment: ***Option One, for poetry writers*:** Write the three parts of the exercise (dialogue, exposition, combination) on pages 236-37, using the author's prompt "A married couple . . . etc. " or a prompt of your own invention.

Option Two, for fiction writers: Write the three parts of the exercise on pages 236-37, using a prompt of your own invention.

Bring three copies to class (two for fellow students, one for the teacher) and critique each other's exercises, making suggestions for the final draft.

Week 14:
Assignment (for fiction writers only, instead of the dramatic monologue): You might incorporate the scene you've already completed based on pages 236-37 and expand it into a third-person story, using either the omniscient or third-person "close" POV, **OR** you may invent a third person omniscient or third-person "close" story on any subject of your own.

For a final grade: On the day after our last class:
1. **Turn in the previously graded Poetry Portfolio**.
2. Turn in the final Fiction Portfolio, including in it only the final drafts of all exercises and stories.

SPEECH 3163: WRITING FOR PERFORMANCE, Spring 2015
Tuesday/Thursday 11 a.m. – 12:20 p.m.
Techionery Theatre

Dr. David J. Eshelman

E-mail: deshelman@atu.edu
Office: Energy 121 Office phone: 498-6058
Office hours: MWF 10 a.m. – 12 noon; TR 8-9:15 a.m., 12:30-1:15 p.m.

Catalog Description: Students will learn to communicate orally through the medium of aesthetic texts such as monologues and plays. This course teaches skills necessary to all forms of dramatic writing, with emphasis on plot structure, character development, and dialogue.

Course Objectives

- To understand the process of writing for performance and how such writing differs from other genres
- To demonstrate knowledge of the importance of dramatic structure
- To communicate ideas effectively through aesthetic performance
- To practice those performance skills necessary to the playwright---in other words, to gain a rudimentary knowledge of the work of the actor, director, designer
- To learn how to critique work intended for the stage
- To create short plays and monodramas that are ready to be staged, produced, performed

Textbooks:

Catron, Louis E. *The Power of One: The Solo Play for Playwrights, Actors, and Directors*.
Spencer, Stuart. *The Playwright's Guidebook*.

Other handouts, as needed.

Students will also be required to attend the spring theatre production. It will run February 12-14, 8 p.m. Tickets are $5 for students.

Grading

Ten-minute play	150 points
Ten-minute monodrama	150 points
1st draft of longer play/monodrama	100 points
Final play/monodrama project/portfolio	150 points
Exam	100 points
Theatrical production paper	50 points
Response papers / other written exercises	200 points

Participation 100 points

Your grade will be figured out of 1000 points.

1000-900 = A ; 899-800 = B ; 799-700 = C ; 699-600 = D ; 599 and under = F

Response Papers

You are expected to turn in a response paper for the readings required in class. RESPONSE PAPERS WILL NOT BE ACCEPTED AFTER THE START OF CLASS. Papers should be a minimum of 100 words and should comment on each passage in a way that demonstrates both thorough reading and a knowledge of course material.

A good response paper will do the following:

1. Briefly summarize *all* the reading. In other words, if you read three plays, you should refer to all three. If you read two textbooks, you should refer to both.

2. Share your point of view. After the brief summary, focus on one particular aspect of the reading and agree or disagree with it. Apply it to your own dramatic writing.

Portfolio

You will be required to turn in a portfolio at the end of the semester. More instructions will be given later on. However, understand that **you will be required to re-submit every response paper, writing exercise, and script draft that you have turned in over the course of the semester.** In other words, DO NOT THROW YOUR WORK AWAY.

Student Academic Conduct Policies

As per the rules and regulations of Arkansas Tech University, an academic atmosphere must be maintained in the classroom in order "to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner, and refrain from cheating, plagiarism, or other unfair and dishonest practices" (*Faculty Handbook*, p. 68). Academic misconduct and plagiarism in any form will not be tolerated.

Academic misconduct. "Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal and nonverbal harassment and/or threats in relation to classes. Student behavior should not infringe on the rights of other students or faculty during class" (*Faculty Handbook*, p. 69).

Plagiarism. "Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgment to the true author. Any paper written by cutting

and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well" (*Faculty Handbook*, p. 69).

Disability Services

Your instructor will willingly make accommodations for those requiring them. As soon as possible, students needing accommodations should first contact the ATU Office of Disability Services at 479-968-0302.

Sensitivity Statement

Please be sensitive to the beliefs and values of others in the class. This includes their ethnicity, cultural heritage, and gender.

Class Participation

You will earn participation points for every day that you attend class and take part in an engaged manner. Missing class will adversely affect your participation grade. If you know in advance that you will be absent, please inform the instructor as a courtesy.

You are required to act as an involved audience member. You will be asked to respond in writing to performances.

You will receive points for every class period (except exam days). For each class period, you will receive between 0 and 5 points. The criteria are as follows:

4 --- the average grade, student is on time, not disruptive, doing the work asked
5 --- on time, not disruptive, *actively participating in class discussion through class discussion, volunteering to do class exercises*
1-3 --- not paying attention, not doing assignments
0 --- *absent or late*

Your total participation points will be average to get a score out of 100. (See Grading Breakdown.)

Attendance Deduction

Because of this course's emphasis on skills and practice, attendance is expected at every class. *You are allowed four absences*. EACH SUBSEQUENT ABSENCE AFTER FOUR WILL RESULT IN A 2.5% DEDUCTION FROM YOUR FINAL GRADE.

Excused absences will only be accepted for university-sanctioned events---don't waste your absences! It is your job to keep track of your absences.

Tardiness

Please arrive on time. Each tardy earns you 0 participation points and will severely impact your grade.

Course Calendar

(This calendar is subject to change. Check your e-mail for announcements.)
(Those classes requiring response papers have been starred.)

Jan. 13 -- Overview
Jan. 15 -- One-page plays (handout); Spencer Introduction: How We Tell Stories*

Jan. 20 -- Spencer Ch. 1: What Is Structure?*
DUE: Play without Words
Jan. 22 -- Spencer Ch. 2: Action; Ten-minute plays (handout)*

Jan 27 -- Handout: Play Format; Spencer Ch. 4: Conflict & Ch. 5: High Stakes*
Jan. 29 -- Spencer Ch. 6: Event*
DUE: Conflict scene

Feb. 3 -- Spencer Ch. 9: Impulse*
DUE: Short play exercise
Feb. 5 -- Time Out for Tech --- NO CLASS

Feb. 10 -- Spencer Ch. 7: Beats/Scenes/Acts*
DUE: Play Idea Worksheet
Feb. 12 --- Spencer Ch. 11: Journey of the Play & Ch. 14: When All Else Fails*
Attend spring theatre production

Feb. 17 -- DUE: Theatrical production paper
Feb. 19 -- Workshop Ten-Minute Plays
DUE: First Draft of Ten-Minute Plays

Feb. 24 -- Workshop Ten-Minute Plays
Feb. 26 -- Catron pp. 1-13, 19-33, 44-48*
DUE: Final Drafts of Ten-Minute Plays

Mar. 3 -- Catron Ch. 3: Sample monodramas & Ch. 6: Monodrama techniques*
Mar. 5 -- Catron Ch. 7: Plot*
DUE: Mini-monodrama (strong character)

Mar. 10 -- DUE: Mini-monodrama (self)
Mar. 12 -- Workshop Ten-Minute Monodramas
DUE: First Drafts of Ten-Minute Monodramas

Mar. 17 -- Workshop Ten-Minute Monodramas
Mar. 19 -- Spencer Ch. 12: Rewriting and Ch. 16: Practical Advice*
DUE: Final Drafts of Ten-Minute Monodramas

Mar. 24 -- Spring Break --- NO CLASS
Mar. 26 -- Spring Break --- NO CLASS

Mar. 31 -- Catron pp. 79-91: *A Poster of the Cosmos*; One-Act Play (handout)*
Apr. 2 -- DUE: French Scene outline for final project piece

Apr. 7 -- Workshop / Work on Final Project Pieces
Apr. 9 -- Workshop Final Project Pieces

Apr. 14 -- Workshop Final Project Pieces
Apr. 16 -- Workshop Final Project Pieces

Apr. 21 -- Workshop Final Project Pieces
Apr. 23 -- DUE: Final Portfolios (including final drafts of play/monodramas)

Monday, May 4, 10:30-12:30 (Exam Time) -- EXAM

Department of Computer and Information Science

COMS 2104 – Foundations of Programming I

1. **Course number and name**
   COMS 2104 – Foundations of Programming I

2. **Credits and contact hours**
   4

3. **Instructor's or course coordinator's name**

4. **Text book, title, author, and year**
   C++ Programming: Program Design Including Data Structures, Fifth Edition. D.S.

   Malik, Course Technology. ISBN 978-0-538-79809-9

5. **Specific course information**
   a. **brief description of the content of the course (catalog description)**
   An introduction to structured programming using C++. This is the beginning programming course for students majoring in computer science, information systems, and information technology. Programming principles covered in lecture are practiced in lab. Major topics include sequential, selection, and iterative control structures, functions, parameter passing, and file processing. Arrays are introduced as a structured data type.

   b. **prerequisites or co-requisites**
   Prerequisites: MATH 1113, and either COMS 1403 and 1411 or consent of instructor.

   c. **indicate whether a required, elective, or selected elective (as per Table 5-1) course in the program.**
   Required

6. **Specific goals for the course**
   a. **specific outcomes of instruction**

b. explicitly indicate which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course.

Upon successful completion of this course, students will be prepared to:

a. given an algorithm and/or problem statement, write a well-structured, well documented program or program segment using standard control structures. **(Outcome CS-A, CS-C, CS-J)**
b. use terms properly when explaining programming concepts. **(Outcome CS-F)**
c. use multiple I/O methods**. (Outcome CS-C, CS-J)**
d. explain and use each of the following control structures, sequence, selection, and iteration. **(Outcome CS-C, CS-J)**
e. define and use functions. **(Outcome CS-C, CS-J)**
f. declare and manipulate simple strings, character by character. **(Outcome CS-C, CS-J)**
g. test and troubleshoot programs **(Outcome CS-C, CS-J)**

7. Brief list of topics to be covered

- Program design / algorithms
- Program structure
- Interactive and file I/O
- Control structures: Sequence, selection, iteration, subprograms and parameters
- Introduction to single dimensional arrays
- String Processing
- Program testing and debugging

8. Prerequisites by Topic

- Basic computer usage such as loading and saving files, compiling and executing programs, terminology
- Algebraic problem solving skills
- Computer concepts and terminology

9. Justification for the Course

Computers have become an essential part of today's business and society. Competency/understanding of the programming process has become a highly desired if not required skill for employment in today's job field.

10. Supplemental Readings.

Students will be required to read documents posted online by the faculty member

DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE
COMS 2203 – Foundations of Programming II

1. **Course number and name**
   COMS 2203 – Foundations of Programming II

2. **Credits and contact hours**
   3

3. **Instructor's or course coordinator's name**

4. **Text book, title, author, and year**
   Malik, D. S.; C++ Programming: Program Design Including Data Structures 5e, Course Technology, Copyright 2011, ISBN-13: 978-0-538-79809-9

5. **Specific course information**
   a. **brief description of the content of the course (catalog description)**
      Topics include multi-dimensional arrays, functions, string processing, classes, and records. Students are introduced to object-oriented programming using C++.

   b. **prerequisites or co-requisites**
      Prerequisites: MATH 1113 and completion of COMS 2104 with a grade equal to or greater than a C.

   c. **indicate whether a required, elective, or selected elective (as per table 5-1) course in the program**
      Required

6. **Specific goals for the course**
   a. **specific outcomes of instruction**
   b. **explicitly indicate which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course**
      Upon successful completion of this course, students will be prepared to:
      a. given an algorithm, and/or problem statement, write a well structured, well documented program or program segment using appropriate structures. **(Outcome CS-C, CS-J)**
      b. explain programming concepts and terminology appropriate to object oriented programs. **(Outcome CS-C, CS-J)**
      c. use multiple I/O methods, as appropriate, in writing programs. **(Outcome CS-C, CS-J)**
      d. sort and search data. **(Outcome CS-C, JS-J)**
      e. declare, initialize, and access individual elements, and manipulate and sort single and multiple dimension arrays. **(Outcome CS-C, CS-J)**
      f. declare and manipulate advanced string concepts. **(Outcome CS-C, JS-J)**
      g. test programs and classes **(Outcome CS-C, CS-J)**
      h. develop large scale programs (i.e. multiple files, multiple data structures appropriate for the course). **(Outcome CS-C, CS-J)**
      i. trace, by hand, code containing appropriate structures. **(Outcome CS-C, CS-J)**
      j. implement common data processing algorithms such as list processing. **(Outcome CS-C, CS-J)**

k. implement the three basic principles of Object oriented data abstraction design (i.e. Inheritance, encapsulation, and polymorphism.) **(Outcome CS-C, CS-J)**

7. **Brief list of topics to be covered**
   - Multi-dimensional arrays, stacks
   - Recursion, Lists
   - Classes, inheritance, polymorphism, encapsulation, Object oriented programming
   - Testing
   - Dynamic memory allocation

8. **Prerequisites by Topic**
   - Prior programming experiences using basic flow-control structures (selection and iteration), subroutines (functions and parameter mechanisms), introduction to simple arrays, file I/O, and strings.

9. **Justification for the course**

   Our lower division programming courses, including this course provide fundamental programming logic and skills that are necessary for understanding advanced computer science, information systems, and information technology topics.

10. **Supplemental Readings**

    None

Digital Skills for Graphic Design -ART 2213
Spring Term 2014
MWF 2:00pm – 3:50 pm
Norman Art Center 207

Instructor Information:

Instructor: Jasmine Greer
Email: jgreer5@atu.edu
Office Hours, Rm 102 Norman Art Building: MWF 12-2, MW 4-5, TTH 4-5

Course Description

Students will learn graphic design software which they will, in turn, use to create various projects. $36 art fee. 3 Credit hours

Prerequisite· ART 1503

Required Textbook: Graphic Design Portfolio CS6: Adobe InDesign, Illustrator and Photoshop CS6, publisher Against the Clock

The book if purchased new comes with a student electronic resource code at no additional cost. If the book is purchased used rented used the student will have to purchase a new code from the publisher in order to access the student electronic resources. These resources are copyright free images for students to experiment and modify and use in the step-by-step projects outlined in the book.

The access code whether included with the new book or purchased with the used version is used on the publisher's website to download materials needed to create the projects in the book. The student signs up on the publisher's website and creates an account with a password.

In order to use the book you will need to set up an account. You may set it up with an alias and any valid email (if required) should you prefer to do so instead of using your Tech ID and email. If you use an alias it will be necessary for you to inform your instructor so that appropriate credit will be applied to your grade.

Recommended Supplies

USB flash drive, pens/markers, sketchpad, external hard drive

Justification of the Course

This course offers the student an introduction to the various software used in graphic design. It will give the novice graphic designer the basic skills to begin their work, the intermediate student the opportunity to enhance previously existing techniques, and the advanced student the chance to develop a completed piece utilizing each piece of software. Emphasis is on creative content, artistic experimentation, and critical thinking. The instructional methods of this course will include creative work, lectures, group discussions and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of your final course evaluation.

Course Objectives

a. Understand the basic interface, tools, and methods of using Photoshop, InDesign and Illustrator.

b. Complete several project utilizing this software.

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

a. Communicate effectively

b Think critically

c. Develop ethical perspectives

d. Apply scientific and quantitative reasoning

e. Demonstrate knowledge of the arts and humanities

f. Understand wellness concepts

Final Assessment:

Based on total points and protocol

A: 90-100 Exemplary performance in all aspects of course

B: 80- 89 Very Good performance on most course aspects

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

Department of Art Attendance Policy:

The Art Department has adopted the following policy:
For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.
For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed content.

Tardiness is unacceptable and unprofessional. If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.

Classroom Policies

Professional behavior is required. Punctual attendance and intelligent participation are expected. The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins. Food and drinks are allowed as long as you are not being loud or leaving behind a mess. **However food is not allowed around computers or printing equipment!** If your

behavior is disruptive you will be asked to leave the class and you will be counted as absent. **Essentially, just try to be respectful of the instructor and your fellow classmates.**

Academic Integrity
Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy.

In short: IF YOU PLAGIARIZE YOU RISK FAILING THE ASSIGNMENT AND POSSIBLY THE COURSE AS A WHOLE.

If you are unaware of what constitutes a violation of academic integrity, please review the ATU Student Handbook regarding academic policies.

Statement on Disabilities:

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This syllabus is a guideline for the semester. It may become apparent that the schedule or classroom policies need adjustment to reflect the current state of the course or address unexpected issues. You will be notified of any changes in schedule or classroom policy before they take effect!

Class: **ART 2303 Figure Drawing, Monday and Wednesday, 9:00 – 11:50 am, Spring 2014.**

Instructor: Neal Harrington, Associate Professor, Office: 213B Norman Hall, Phone: 964-3237, Email: **nharrington@atu.edu** **Office Hours:** MW 8:00-9:00am & 1 - 2pm, T 1:00 – 3:00pm & TR 1- 2pm(Office hours are also listed on the Print studio door and subject to change).

Objective: The intent of the course is to provide students with the basic knowledge and concepts of drawing the human figure, proportion, composition and color will be explored. This is an introductory level course where students work from observation. A variety of materials and techniques will be explored in this class. Changes in the syllabus are subject to the discretion of the instructor and may happen at any time during the semester.

Conduct: It is expected that all students will conduct themselves as professionals and quickly organize their drawing areas so that we may begin on time. Some classes due to the unavailability of figure models, students may have to pose (in their street clothes) at least once during the semester. If you have any issues with this, you may want to withdraw from the class. *A good attitude is expected. Working well with others is a necessity in this shared work environment; treat others how you wish to be treated.*

Participation in class critiques is required. Little or no effort in this portion of the class will have a negative effect on your final grade. Not only should you be able to make artwork, you should be able to talk about artwork intelligently (yours and others).

A sketchbook is **not** required but highly recommended…Sketchbooks are excellent teachers on their own. Students who sketch diligently usually improve during the semester and receive higher grades. Due to the unavailability of figure models, students may have to pose (in their street clothes) at least once during the semester. If you have any issues with this, you may want to withdraw from the class.

Suggested Texts: Figure Drawing: The Structure, Anatomy and Expressive Design of the Human Form, 5th edition by Nathan Goldstein. This text is **not** required.

Homework: Out-of-class work is ***required*** throughout the term. Homework assignments will be due every other week (Wednesday).

Deadlines: Portfolios and homework assignments will be turned in on its specific due date. Pay attention to how you spend your time in and out of class. Items turned in late will be penalized accordingly (typically one letter grade drop each class that it is late).

Grading break down: Mid-term portfolio = 40%
Final portfolio = 40%
Homework = 20%

Grading: **A** – Consistently excellent work, depth of research, growth and involvement exceeds expectation, participates intelligently in class discussions
B – above average work, sound and continuing growth, participates in class discussions
C – average work, adequate growth and understanding and skill, participates in class
D – below average work, work is of low quality, nominal growth and understanding, minimal participation
F – failing, work is of low quality, multiple absences, bad attitude in class

Attendance policy: The art department has adopted the following policy

For more than **four** missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level or more depending on the number of absences missed after the fourth missed class.

For more than **seven** classes missed (for studio this constitutes 21 contact hours) the student will receive a failing grade unless the student drops within university guidelines/deadlines.

Up to **four** classes can be missed without penalty, except for assigned due dates and exams. These absences can cover car trouble, incidental illness or personal business. Students will not be penalized for officially sanctioned University activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed class content.

Tardiness is unacceptable and unprofessional. More than **three** tardy occurrences or leaving class before the official or instructor determined end of class time will result in a recorded absence. It is very important that you come to class on time and get set up to draw. Students who do not have their areas ready when the model is set will be counted late.
It is also up to the students to keep track of their own absences and/or tardies, they may consult the instructor at any time (in person) to see about their totals.

Statement of Disabilities:
Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Dean Hall, Room 110, 968-0316. Please advise the instructor at the beginning of the semester if you have special needs.

Miscellaneous: Cell phones are to be turned off during class time. This also means text messaging, pagers, games, cameras, etc. This is not a safe environment for children do not bring them to class. If you are **not** enrolled in this class, you should **not** be in this class.

Cleaning up your area is required!

Supplies List

This class requires the purchase of art supplies to complete the course work. This will require the student to purchase approximately **$60 - $110** of materials this semester. Materials may be bought at the bookstore, at retail stores (Hobby Lobby, Michaels, Wal-Mart, K-mart) or through mail order catalogs (www.dickblick.com, www.danielsmith.com).

These will be purchased by Instructor for you:
Bamboo Ink Brush
India Ink
Alphacolor Compressed Charcoal or Char-kole (3 – 5 sticks)
Chamois –
Sharpie markers (2 each)
White, sanguine and or/ sepia conte crayons
Charcoal paper – an array of colors
Krylon Workable Matte Fixative
Once you use up the first set it will be up to the student to purchase extra of the above!

These you will need to get for yourself:
Canson Biggie Sketch Pad of Drawing paper **(18" x 24")** other brands okay.
Drawing pencils: 2B & 6B (1- 2 each)
Large Newsprint Drawing Pad **(18" x 24")** any brand okay. (Optional)
Charcoal pencils: 2B & 6B
Thick or thin Vine Charcoal (1-2 sticks)
Kneaded Rubber Eraser
White Vinyl Eraser
Roll of masking or artists tape (Optional)
Hand-held Sharpener (Optional)
Utility knife (Optional)
24" Metal Ruler (Optional)
Red Rope Fiber Envelope (20" x 26" or larger) or *some type of portfolio to carry paper and drawings*
Artbin or a *supply box to carry drawing supplies*
These supplies are also optional:
3" Boston Bulldog Clips (2 clips)
¼ inch *hard board* minimum size 20"x 30" (Lowe's or other lumber store)

ATTENTION:

Have a full range of drawing supplies on hand at all times. If you show up to class without the required materials you will be counted as absent. You should not be borrowing from your neighbor for every class…

COMPUTER ILLUSTRATION - ART 3253
Spring Term 2014
MWF 10:00am – 11:50 am
Ross Pendergraft Library Room (RPL 220)

Instructor: Jasmine Greer
Email: jgreer5@atu.edu
Office Hours, Rm 102 Norman Art Building: MWF 12-2, MW 4-5, TTH 4-5

Course Description
This course will provide students with advanced conceptual skills in computer illustration and digital imaging. Students will acquire intermediate knowledge in vector and raster based drawing formats, digital painting effects, comic art/video game illustration, storyboarding and coloring through the completion of integrated design projects. $36 art fee. Prerequisite: ART 2213, 2303, 3203, and Sophomore Review. 3 Credit hours

Required Textbook: Digital Painting Techniques, publisher Focal Press

Recommended Supplies
USB flash drive, pens/markers, sketchpad

Justification of the Course
Students will learn the fundamentals of contemporary visual art illustration using the computer as an electronic palette and tool. The emphasis of this course will be to explore advanced methods of digital illustration techniques with a focus on designer concepts and experimentation. Being bold and inventive on your personal style is important.

Course Objectives
a. Gain a greater understanding of digital illustration concepts.
b. Combine raster and vector techniques in your projects.
c. Appreciate digital media over traditional fine art methods.
d. Create original designs that clearly communicate your ideas and style.

General Education Goals
The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:
a. Communicate effectively b.
Think critically
c. Develop ethical perspectives
d. Apply scientific and quantitative reasoning
e. Demonstrate knowledge of the arts and humanities
f. Understand wellness concepts

Course Outline

There will be 3-5 major projects and 3-5 minor projects using the text given throughout the semester based upon time and the pace of the class. I will give you handouts of each upcoming assignment including requirements and due dates. Assignments will be graded based upon the following criteria:

Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:
Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
B: 80- 89 Very Good performance on most course aspects
C: 70 - 79 Good or average performance overall
D: 60 -69 Unsatisfactory Performance
F: Failure

Department of Art Attendance Policy:
The Art Department has adopted the following policy:
For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.
For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

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ANIMATION TECHNIQUES -ART 4623
Fall 2014
TTH 1:00pm-3:50pm
Norman 207

Instructor: Jasmine Greer
Email: jgreer5@atu.edu
Office Hours, Rm 102 Norman Art Building: MWTh 9:30am-1pm

Course Description

Introduce basic drawing & 2D animation, and create movie cartoons, motion graphics using multimedia tools and techniques. Time-based media, animation timing, use of audio-visual editors, and effective storyboard techniques are explored. $36 art fee. 3 Credit hours

Prerequisite· ART 2213, 2303. 3203, and Sophomore Review.

Required Textbook: Adobe Flash CS6: The Professional Portfolio, publisher Against the Clock

Animation Techniques requires one textbook published by Against the Clock. The course requires the current textbook "Adobe Flash CS6: The Professional Portfolio" as it is a software specific course.

The book if purchased new comes with a student electronic resource code at no additional cost. If the book is purchased used the student will have to purchase a new code from the publisher at the cost of in order to access the student electronic resources. These resources are copyright free images for students to experiment and modify and use in the step-by-step projects outlined in the book.

The access code whether included with the new book or purchased with the used version is used on the publisher's website to download materials needed to create the projects in the book. The student signs up on the publisher's website and creates an account with a password.

In order to use Adobe Flash CS6: The Professional Portfolio you will need to set up an account. You may set it up with an alias and any valid email (if required) should you prefer to do so instead of using your Tech ID and email. If you use an alias it will be necessary for you to inform your instructor so that appropriate credit will be applied to your grade.

Recommended Supplies

USB flash drive, pens/markers, sketchpad, external hard drive

Justification of the Course

This course offers the student an introduction Into the exciting world of 2D linear animation, It will give the novice animation artist the basic skills to begin their work, the intermediate student the opportunity to enhance previously existing techniques, and the advanced student the chance to develop a completed flash animation project. Emphasis is on creative content, artistic experimentation, and critical thinking. The instructional methods of this course will include creative work, lectures, group discussions and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of your final course evaluation.

Course Objectives

a. Understand what Adobe Flash is and what you can do with it. b. Study the basic interface, tools, timeline and linear methods. c. Construct scenes, movie clips and animated buttons.

d. Create an original script, script, character, and narrative visual storyboard. e, Produce a completed Rash animation movie.

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

a. Communicate effectively

b Think critically

c. Develop ethical perspectives

d. Apply scientific and quantitative reasoning

e. Demonstrate knowledge of the arts and humanities

f. Understand wellness concepts

Final Assessment:

Based on total points and protocol

A: 90-100 Exemplary performance in all aspects of course

B: 80- 89 Very Good performance on most course aspects

C: 70 - 79 Good or average performance overall

D: 60 -69 Unsatisfactory Performance

F: Failure

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New Courses

ART 2223 History of Digital Art
Professor: Dr. Dawn Ward
Office – Norman Hall 104-A **Hours**: 3-5 MWF, 2-3 T & TH
Office Phone #479.968.0244 **email** – dward23@atu.edu

History of Digital Art

Course Description: This course will examine the contemporary history of art and focus on work created with digital technology including: new media, video, animation, video games, mobile and other interactive art forms. Through a historical, artistic and technological framework students will gain a better understanding of the current influences that shape contemporary Art.

Course Objectives:
Students will study contemporary artists of the digital age such as Nam June Paik, Peter Campus, Cindy Sherman, Bruce Nauman, Bill Viola, Chuck Close, Jenny Holzer, William Wegman, The Art Guys and Gretchen Bender. Students will examine and explore how these artists create works in the digital format like their predecessors used a paintbrush. This course will not only examine works by these artists but how they incorporate technology with artistic concept and practice.

Course Outcomes:
On successful completion of the course, students will be able to accomplish the following: Provide a critical framework of the use of technology in contemporary art by examining the role of digital art, discussing and identifying contemporary artists, their work and the various media used to produce those works.

Required Textbook: *Digital Art*, by Christiane Paul, second edition 2008, publisher Thames & Hudson *World of Art* series.

Prerequisites: None

Basis for Evaluation and Grading
Grades are based on periodic weekly written assignments including art critiques, short essays, comparison and contrast papers, art image exams, online discussion participation and promptness meeting assignment deadlines. The assignment points may vary but all assignments will be determined according to the following scale: A= 100-90 B= 89-80 C=79-70 D=69-60 F=59 or below

Successful completion of all projects and examinations are the minimum required to earn a grade of C. Grades above a C are earned by the quality of work and participation. Late work is not accepted unless sufficient documentation supports such an arrangement.

ATTENDANCE:
You will find your assignments on Blackboard and attendance for this class will be counted as part of your grade, along with completion of projects and research assignments. Students are allowed 4 absences without penalty as per the department of art's policy. These absences are up to the student to

use wisely. More than 4 absences will result in a reduction in your participation and attendance grade and more than 7 absences will result in the student being dropped from the course for excessive absences.

ACADEMIC HONESTY:
Cheating, unethical behavior or plagiarism of any type (including the use of web-based public domain items) will not be tolerated and will result in the grade of "F" for the course. Students will be provided with a list of legitimate on-line resources that may be used, all work used in papers must be credited to its source and no other sources except for the course text book and the provided sources may be used for research papers.

BLACKBOARD:
This course will utilize blackboard to post lectures, lessons and discussion boards. You will access your grades and feedback through this site as well so if you need help using Blackboard please notify the instructor at the beginning of class so that you can schedule some time to go over the learning platform.

Check your Tech e-mail account frequently; it may be necessary at times for me to contact you by e-mail with important news and information about the class – once a week is not enough to ensure that information gets to you in a timely manner.

COURSE OUTLINE:

Week 1
This week will be dedicated to an introduction to the course syllabus, learning how to navigate the course assignments and links on your course page in Blackboard, how to upload your assignments, formats for papers, discussion board requirements and exam procedures. Note: all reading assignments for each week must be completed prior to that week of the course to be prepared for the week's discussions, exams and writing assignments.

Reading Assignment for week 1 – your course syllabus.

Week 2
What is Modernism? When and why did the Modernist's thought and practice become an issue to be challenged by Postmodern artists? How did technology play a role in this shift? We will be examining early technology and interactive art including the works of Marcel Duchamp, John Cage, Moholy-Nagy, John Cage, Andy Warhol who as artists set the stage for experimental-interactive art.

Read – pages 7-16 of the introduction to your text.

Week 3
This week we look at the early history of technology and art and some of the important influences on the movement. What were some of the early technological inventions and how were they used by artists as a tool for making images and how are those images presented and collected? We will discuss the Fluxus movement and Nam June Paik as well as some of the first digital artists John Whitney, Charles Csuri, James and Douglas Davis.

Read – pages 17-25 the introduction to your text *Digital Art.*

Week 4
Discussion of appropriation, collage and photography in earlier modern art movements such as Surrealism, Super Realism, Dada, and Pop Art which includes the artists' interpretation of mass production and reproduction as a pivotal shift in the process of making art. This shift most aptly described in Walter Benjamin's essay on "The Work of Art in the Age of Mechanical Reproduction" helps define the new age of art and will be looked at for its influential role in critical theory. Artists in this discussion include Raoul Hausmann, Herbert Bayer, Richard Estes, Andy Warhol, Max Ernst and Sherrie Levine, Paul Smith, Scott Griesbach.

Read – pages 26-42 of Chapter 1 "Digital Technologies as a Tool"
Exam 1 over Weeks 1-4 (from notes and book)

Week 5
Photography, deconstruction and the manipulating of images with digital technologies. What happens to the original? The value and existence of the traditional/original work of art is the debate on work that can be easily reproduced and copied. Discussion of the processes and theories of deconstruction and dematerialization of art and how this is reflected in Postmodern works of art by the Starn Twins (Mike & Doug), The Art Guys, Cindy Sherman, Daniel Canogar, Peter Campus, Carl Fudge, Michael Rees and Ana Marton .

Read – pages 42-65 Chapter 1 "Digital Technologies as a Tool"

Week 6
This week we will be looking at the part one of the fusion of art and technology to create virtual worlds. We will be examining forms of digital art using Installation Art to depict Virtual Reality as an art medium from the early explorations of Morton Heilig and his Sensorama Machine invented in 1957 to current practitioners of the art such as Perry Hoberman, Bill Seaman, Gideon May, Rafael Lozano-Hemmer, Jeffery Shaw and Michael Naimark.

Read – pages 67-87 Chapter 2 – "Digital Technologies as a Medium"

Week 7
Part two of the fusion of technology and art looks at the film & video artists who have used this medium in both installation settings and sculptural forms to make their work or convey their work such as Nam June Paik, Bill Viola, Jim Campbell, Peter Campus, Toni Dove, Adrian Piper, Wilson and Mierle Ukeles.

Read – pages 88-107 Chapter 2 – "Digital Technologies as a Medium"

Midterm Exam – Weeks 5-7
From notes and book

Week 8 – This week is dedicated to research processes and sources to complete your final research paper. This paper is due at the end of week 12. The topics for this paper are of your choice but must be put in writing by the end of week 9 for approval. A short descriptive paragraph discussing the topic choice, relevant resources including the textbook and a short statement of why you have selected the topic must be uploaded to the drop box located in the Week 9 folder. There will be several exercises including a comparison essay to help you prepare to write your final paper.

Week 9
Part three of the fusion of technology and art focuses on internet art and animation. This section looks at computer animation, software art, all forms of interactive media and other artistic expressions of virtual reality. Discussions of satellite, LED, digital video, internet, computer games, sound, hypermedia and artists such as Mark Napier, Bonnie Mitchell, Charlotte Davis, Tamiko Thiel and Zara Houshmand, Peter D'Agostino, Jenny Holzer, Gretchen Bender and David Blair that have developed or embraced these mediums and styles into their works.

Read – pages 108-138 Chapter 2 "Digital Technologies as a Medium"

Week 10
Part one in themes in digital art covers concepts dealing with Artificial Life, Artificial Intelligence, intelligent agents, telepresence, telematics, telerobotics, body and identity. In this section we will examine the subjects as well as the artists who embrace these themes such as Bruce Nauman, Eric Paulos, John Canny, Eduardo Kac, Kenneth Feingold, Steve Mann, Stelarc, Stahl Stenslie and Scott Snibbe.

Read – pages 140-174 Chapter 3 "Themes in Digital Art"
EXAM 2 – over weeks 8-10 – from notes and book

Week 11
Part two in themes in digital art covers concepts dealing with Databases, data visualization and mapping, text and narrative environments and gaming. In this section we will examine these subjects as well as the artists who embrace these themes such as Benjamin Fry, George Legrady,
Alex Galloway, Nancy Paterson, John Klima, Art + Com, Camille Utterback, Romy Achituv, David Small, Natalie Bookchin, jodi, and Feng Mengbo.

Read – pages 175-203 Chapter 3 "Themes in Digital Art"

Week 12
Part three in themes in digital art covers concepts dealing with tactical media, activism, hacktivism and technologies of the future. In this section we will examine these subjects as well as the artists who embrace these themes such as Josh On, Antonio Muntadas, etoy, Vuk Cosie and project 0100101110101101.org.

Read – pages 204-211 Chapter 3 "Themes in Digital Art"

Week 13
Part four in themes in digital art covers concepts dealing with mobile, locative media and social networking. In this section we will examine these subjects as well as the artists who embrace these themes such as Natalie Jeremijenko, Marina Zurkow, Scott Paterson, Julian Bleecker, Q.S. Serafijn, Lars Spuybroek, Teri Rueb, Usman Haque, Angie Waller, Warren Sack, Preemptive Media, and Jenny Marketou.
Read – pages 216-237 Chapter 3 "Themes in Digital Art"

Week 14

What's next? The next generation of virtual worlds. An open discussion on the remaining pages of chapter 3 beginning on page 238. Eteam, Will Pappenheimer and John Craig Freeman are some of the artists we will be discussing as future models for digital art.

Week 15

Art and the Internet – a week of online interactive artwork including collaborative works using mobile technology by artist's such as: Mongrel, Futurefarmers, Michael Weinkove, Candy Factory, and Jenny Holzer. A list of sites to visit and discuss will be in your week 15 folder.

Final exam – weeks 11-15

From notes and book

STUDENT DISABILITY:

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GAME 3013 Game Development I
Fall 2016
Instructor: TBD
Email: TBD
Office Hours: TBD

Course Description
This course is an introduction to the fundamentals of game design and development. 3 credit hours, $45 art fee, Fall only

Prerequisite: ART 2213

Required Textbook: *Game Development Essentials: Game Level Design* by Jeannie Novak
Paperback: 512 pages
Publisher: Cengage Learning; 3 edition (August 17, 2011)
ISBN-10: 1111307652

Recommended Supplies:
Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course
This course introduces students to the basics of game scripting. It builds upon the techniques developed in the foundational computer programming courses while introducing concepts of game interface, graphics, and narrative. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives

Course will provide students with the skills and practice through lectures and tutorials to introduce techniques of game development from the ground up.

1. Pre-production:
    a. Research and analysis
    b. Idea development
    c. Storyboarding and story writing
2. Production and Post-production:
    a. Basic programming
    b. Game engines
    c. Creating effective gameplay
    d. Level design
    e. Play testing
    f. Validation and Deployment

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

a. Communicate effectively
b. Think critically
c. Develop ethical perspectives
d. Apply scientific and quantitative reasoning
e. Demonstrate knowledge of the arts and humanities
f. Understand wellness concepts

Course Outline
There will be 3-5 major projects, some of which may be team-oriented.

Assignments will be graded based upon the following criteria:
Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work, including participation in group critiques
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:
Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
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Academic Integrity
Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy.

In short: IF YOU PLAGIARIZE YOU RISK FAILING THE ASSIGNMENT AND POSSIBLY THE COURSE AS A WHOLE.

If you are unaware of what constitutes a violation of academic integrity, please review the ATU Student Handbook regarding academic policies.

Statement on Disabilities:

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GAME 3023 Game Development II
Fall 2016
Instructor: TBD
Email: TBD
Office Hours: TBD

Course Description
This course is a continuation of the fundamentals of game design and development through the design and production of more complex games and utilization of game engines. 3 credit hours, $45 art fee, Spring only.

Prerequisite: ART 3013

Required Textbook: *Unreal Game Development, by* Ashish Amresh & Alex Okita
Paperback: 500 pages
Publisher: A K Peters/CRC Press (August 3, 2010)
ISBN-10: 1568814593

Recommended Supplies:
Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course
This course continues to build upon the concepts of Game Development I while introducing students to more complex game concepts and techniques. This course will begin the implementation of modeling, animation, textures, and sound. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives
This course will further develop the skills and techniques in learned in Game Development II through lectures and tutorials and introduce new concepts of working with game engines, game production and prototyping.

1. Pre-production and Production:
    a. Research and idea development
    b. Programming and game engines
    c. Character and narrative development
    d. Game aesthetics and interface
    e. Level design
    f. Sound design
2. Post-production:
    a. Playtesting
    b. Validation and Deployment
    c. Game marketing

General Education Goals
The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime.

Students who have completed the general education curriculum at Arkansas Tech University will be able to:
a. Communicate effectively
b. Think critically
c. Develop ethical perspectives
d. Apply scientific and quantitative reasoning
e. Demonstrate knowledge of the arts and humanities
f. Understand wellness concepts

Course Outline
There will be 3-5 major projects, some of which may be team-oriented.

Assignments will be graded based upon the following criteria:
Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work, including participation in group critiques
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:
Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
B: 80- 89 Very Good performance on most course aspects
C: 70 - 79 Good or average performance overall
D: 60 -69 Unsatisfactory Performance
F: Failure

Department of Art Attendance Policy:
The Art Department has adopted the following policy:
For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.
For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed content.

Tardiness is unacceptable and unprofessional. If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.

Classroom Policies
Professional behavior is required. Punctual attendance and intelligent participation are expected.
The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins.
Food and drinks are allowed as long as you are not being loud or leaving behind a mess. **However food**

is not allowed around computers or printing equipment! If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. **Essentially, just try to be respectful of the instructor and your fellow classmates.**

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GAME 4013 Senior Game Project I
Fall 2016
Instructor: TBA
Email:
Office Hours: Norman Hall

Course Description: Senior Game Project I is the first course of the senior capstone experience of the Game Design Major. Students will work in teams to design and develop their project in preparation for the production phase, simulating the "real world" experience of the game and interactive media industry. 3 credit hours, $45 course fee, Fall only.

Course Objectives: The first semester will result in a project being 'green lighted' and include a fully fleshed out design document and production plan as well as a demo or vertical slice of the game design.

Course Outcomes: Students will learn to work in a team environment using a synthesis of their skills in Computer scripting, 3D modeling, 3D animation, UI design, game audio, game music, game mechanic design, level design, interactive writing, prototyping, scheduling, testing, teamwork, and public presentations are all skills that will come to bear on a student's senior project.

Course Rationale: Course introduces students to the type of team environment that is found in the industry where the student will design and develop their project that will result in a fully functioning video game.

Prerequisite: GAME 3023, GAME 4263 & GAME 4633

Textbook: No Text – all reading and other assignments will be given in class or via Blackboard. Students should have access to a PC Desktop/Laptop – For project and coursework outside of class. Students should have access to a platform specific device – For development, testing, and presentation of project (as applicable).

Recommended Materials:
USB Flash Drive – 2 GB for storing and transporting project data or an external hard drive and a Dropbox Account
Course Outline

- Write, design, and develop a professional Game Design Document.
- Design, conduct and assess a prototyping process for their game design.
- Produce a fully functioning platform, PC, or mobile game.
- Present their game, game design, and process publicly to a group of peers, instructors and industry professionals.
- Apply critical thinking skills in each phase of development beginning with assessment of the game concept, generating and testing design assumptions, planning and scheduling the game's development, and in preparing a presentation of their game's design as well as final product.

Requirements and Evaluation

- At the beginning of each meeting, students should be prepared to discuss and demonstrate the state of their game project or design.
- In the first half of this two-semester course, students will develop their game design in what the game industry refers to as the "pre-production" phase of development. During this phase, the game idea will be refined, the scope will be determined, the look and feel of the game will be decided, and all necessary assets and functionality will be defined. Once the core design is complete, the student will design, conduct and assess prototypes needed for the development of this game. It is the goal of these prototypes to determine the final target feature set of the game and to test any design assumptions the student's design may pose.
- The final project for this course is a presentation of the design and prototyping process along with analysis, followed by a presentation of the completed game design, accompanied by a demo or vertical slice of the game as developed via the prototyping phase.
- During the second half of the two-semester course, students will focus solely on the production phase by developing the game described and prototyped from the first semester. At the conclusion of the second semester, students will present a professional public presentation of their final fully functioning game.

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

a. Communicate effectively
b Think critically
c. Develop ethical perspectives
d. Apply scientific and quantitative reasoning
e. Demonstrate knowledge of the arts and humanities
f. Understand wellness concepts

Final Assessment:

Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
B: 80- 89 Very Good performance on most course aspects
C: 70 - 79 Good or average performance overall
D: 60 -69 Unsatisfactory Performance
F: Failure

Attendance Policy:

The Art Department has adopted the following policy: For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level. As a capstone course working within teams these class times will be flexible to the team's individual schedules but all deadlines and meetings are required and students are expected to be punctual and prepared.

Disability Services

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. If you have any questions or concerns about disability services and testing accommodations for students registered with the Office of Disability Services please contact Liz Means, Coordinator for Disability Services at 968-0302. For questions about testing practices and policies, please contact Karen Pittman, Coordinator of Testing Services at 968-0382.

GAME 4023 Senior Game Project II
Instructor: TBA
Email:
Office Hours:

Course Description: Senior Game Project II is the second capstone course of the Game Design and Interactive Media Major, and develops the team projects created in Senior Game Project I into fully functioning finished video games further simulating the "real world" experience in working in the interactive media field. 3 credit hours, $45 course fee, Spring only.

Course Objectives: The second semester takes the 'green lighted' game and uses it as a blueprint for a fully functional game that will be developed by the student team and be presented to a panel of colleagues, instructors, and industry professionals at the end of the semester.

Course Rationale: Course will culminate the student's Game Design experience with a fully functional game for their portfolio.

Course Outcomes: Students will learn to work in a team environment using a synthesis of their skills in Computer scripting, 3D modeling, 3D animation, UI design, game audio, game music, game mechanic design, level design, interactive writing, prototyping, scheduling, testing, teamwork, and public presentations are all skills that will come to bear on a student's senior project.

Textbook: No Text – all reading and other assignments will be given in class or via Blackboard. Students should have access to a PC Desktop/Laptop – For project and coursework outside of class. Students will need access to a platform specific device – For development, testing, and presentation of project (as applicable).

Recommended Materials:
USB Flash Drive – 2 GB for storing and transporting project data or external hard drive and a Dropbox Account

Course Outline

- Write, design, and develop a professional Game Design Document.
- Design, conduct and assess a prototyping process for their game design.
- Produce a fully functioning platform, PC, or mobile game.
- Present their game, game design, and process publicly to a group of peers, instructors and industry professionals.

- Apply critical thinking skills in each phase of development beginning with assessment of the game concept, generating and testing design assumptions, planning and scheduling the game's development, and in preparing a presentation of their game's design as well as final product.

Requirements and Evaluation

- At the beginning of each meeting, students should be prepared to discuss and demonstrate the state of their game project or design.
- In the first half of this two-semester course, students will develop their game design in what the game industry refers to as the "pre-production" phase of development. During this phase, the game idea will be refined, the scope will be determined, the look and feel of the game will be decided, and all necessary assets and functionality will be defined. Once the core design is complete, the student will design, conduct and assess prototypes needed for the development of this game. It is the goal of these prototypes to determine the final target feature set of the game and to test any design assumptions the student's design may pose.
- The final project for this course is a presentation of the design and prototyping process along with analysis, followed by a presentation of the completed game design, accompanied by a demo or vertical slice of the game as developed via the prototyping phase.
- During the second half of the two-semester course, students will focus solely on the production phase by developing the game described and prototyped from the first semester. At the conclusion of the second semester, students will present a professional public presentation of their final fully functioning game.

General Education Goals

The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

a. Communicate effectively
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c. Develop ethical perspectives
d. Apply scientific and quantitative reasoning
e. Demonstrate knowledge of the arts and humanities
f. Understand wellness concepts

Final Assessment:

Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
B: 80- 89 Very Good performance on most course aspects
C: 70 - 79 Good or average performance overall
D: 60 -69 Unsatisfactory Performance
F: Failure

Attendance Policy:

The Art Department has adopted the following policy: For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level. As a capstone course working within teams these class times will be flexible to the team's individual schedules but all deadlines and meetings are required and students are expected to be punctual and prepared.

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GAME 4263 3D Modeling
Fall 2016
Instructor: Jasmine Greer
Email: jgreer5@atu.edu
Office Hours: Norman Hall 102, TBD

Course Description
This course introduces the fundamental of object and character creation using 3D modeling software such as Autodesk's Mud Box and Maya. 3 credit hours, $45 art fee, Spring only

Prerequisite: ART 3253 & GAME 3013

Required Textbook: *Introducing Autodesk Maya 2015*, by Dariush Derakhshani,
Publisher: Sybex; 1st edition 2014, ISBN-10: 1118862848

Recommended Supplies:
Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course
This course introduces students to the basic concepts of modeling in three-dimensional space. It builds upon the foundational art concepts of shape, space, light, volume and texture. The course will use a variety of 3D software including Autodesk's Maya, Mud Box and 3Ds Max. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives
1. Lectures and tutorials to introduce basic concepts and techniques of object and character creation in Mud Box. This includes:
    a. Learning the Mud Box interface
    b. Navigating the 3D space
    c. Creating polygonal objects and meshes
    d. Utilizing transformation tools
    e. Sculpting and painting 3D forms
    f. Editing materials
    g. Creating and applying texture maps

2. Tutorials to introduce basic concepts and techniques of environment design. This includes:
    a. Posing object and characters
    b. Lighting the scene
    c. Rendering and exporting

General Education Goals
The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:
a. Communicate effectively
b. Think critically
c. Develop ethical perspectives
d. Apply scientific and quantitative reasoning

e. Demonstrate knowledge of the arts and humanities
f. Understand wellness concepts

Course Outline
There will be 3-5 major projects, some of which may be team-oriented. Handouts will be given for each upcoming assignment including requirements and due dates.

Assignments will be graded based upon the following criteria:
Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work, including participation in group critiques
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:
Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
B: 80- 89 Very Good performance on most course aspects
C: 70 - 79 Good or average performance overall
D: 60 -69 Unsatisfactory Performance
F: Failure

Department of Art Attendance Policy:
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For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed content.

Tardiness is unacceptable and unprofessional. If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.

Classroom Policies
Professional behavior is required. Punctual attendance and intelligent participation are expected.
The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins.
Food and drinks are allowed as long as you are not being loud or leaving behind a mess. **However food is not allowed around computers or printing equipment!** If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. **Essentially, just try to be respectful of the instructor and your fellow classmates.**

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GAME 4633 3D Animation
Fall 2016
Instructor: Jasmine Greer
Email: jgreer5@atu.edu
Office Hours: Norman Hall 102, TBD

Course Description
This course introduces the fundamental 3D theories and principles of computer modeling and animation using software such as Autodesk's Mud Box and Maya. 3 credit hours, $45 art fee. Spring only

Prerequisite: ART 4623 & GAME 3013

Required Textbook: *Mastering Autodesk Maya 2015:* by Todd Palamar, Autodesk Official Press, Sybex; 1st edition 2014, ISBN-10: 1118862511

Recommended Supplies:
Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course
This course offers the student an introduction into the exciting world of 3D animation. It builds upon 2D animation skills and incorporates them into the 3D format. The course will use a variety of 3D software including Autodesk's Maya, Mud Box and 3Ds Max. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives
1. Lectures and tutorials to introduce basic concepts and techniques of object creation in Maya. This includes:
    a. Learning the Maya interface
    b. Creating polygonal objects and meshes
    c. Utilizing transformation tools
    d. Working with hierarchies and layers
    e. Creating and applying texture maps

2. Tutorials to introduce basic concepts and techniques of animation. This includes:
    a. Working with the timeline
    b. Creating and altering keyframes
    c. Camera creation and movement
    d. Introduction to rigging
    e. Rendering and exporting

General Education Goals
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a. Communicate effectively
b. Think critically
c. Develop ethical perspectives
d. Apply scientific and quantitative reasoning

e. Demonstrate knowledge of the arts and humanities
f. Understand wellness concepts

Course Outline
There will be 3-5 major projects, some of which may be team-oriented. Handouts will be given for each upcoming assignment including requirements and due dates.

Assignments will be graded based upon the following criteria:
Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work, including participation in group critiques
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:
Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
B: 80- 89 Very Good performance on most course aspects
C: 70 - 79 Good or average performance overall
D: 60 -69 Unsatisfactory Performance
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Classroom Policies
Professional behavior is required. Punctual attendance and intelligent participation are expected.
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GAME 4803 Game Design Theory
Professor: TBA
Office – Norman Hall **Hours**: TBA
Office Phone #email –

Game Design Theory
Fall only

Catalog Course Description: This course will serve as an introduction to the interdisciplinary study of commercial videogames as texts, examining their cultural, educational, and social functions in contemporary settings. 3 Credit hours

Course Justification: By analyzing, reading and writing about videogames, we will examine debates surrounding how they function within socially situated contexts in order to better understand games' influence on and reflections of society.

Course Objectives: This course will analyze games as interactive media, as rule-based systems, as cultural and social texts, and as designed learning spaces and will concentrate heavily on games' potential impact on society, their cultural influence, and their phenomenology and ontology. Students will not be expected to create, design, or produce games or simulations for this course.

Course Outcomes:
On successful completion of the course, students will be able to accomplish the following:

- To introduce students to contemporary commercial videogames from a variety of genres, rule systems, strategies, and contexts.
- To explore video games' impact as contemporary social texts, each with their own social communities, cultures, and significance as media.
- To examine the emerging field of scholarly game studies as it exists across the globe and in various interdisciplinary formats.
- To connect and compare videogames to other contemporary digital (and non-digital) media.

Required Textbook: *Game Design Theory: A New Philosophy for Understanding Games,* Keith Burgun, publisher: A K Peters/CRC Press (August 13, 2012)

Prerequisite: ART 2223 & GAME 3023

Basis for Evaluation and Grading
Grades are based on periodic weekly written assignments including art critiques, short essays, comparison and contrast papers, an in-depth research paper on a directed topic, two art image exams, online discussion participation and promptness meeting assignment deadlines. The assignment points may vary but all assignments will be determined according to the following scale: A= 100-90 B= 89-80 C=79-70 D=69-60 F=59 or below

Successful completion of all projects and examinations are the minimum required to earn a grade of C. Grades above a C are earned by the quality of work and participation. Late work is not accepted unless sufficient documentation supports such an arrangement.

ATTENDANCE:
You will find your assignments on Blackboard and attendance for this class will be counted as part of your grade, along with completion of projects and research assignments. Students are allowed 4 absences without penalty as per the department of art's policy. These absences are up to the student to use wisely. More than 4 absences will result in a reduction in your participation and attendance grade and more than 7 absences will result in the student being dropped from the course for excessive absences.

ACADEMIC HONESTY:
Cheating, unethical behavior or plagiarism of any type (including the use of web-based public domain items) will not be tolerated and will result in the grade of "F" for the course. Students will be provided with a list of legitimate on-line resources that may be used, all work used in papers must be credited to its source and no other sources except for the course text book and the provided sources may be used for research papers.

BLACKBOARD:
This course will utilize blackboard to post lectures, lessons and discussion boards. You will access your grades and feedback through this site as well so if you need help using Blackboard please notify the instructor at the beginning of class so that you can schedule some time to go over the learning platform.

Check your Tech e-mail account frequently; it may be necessary at times for me to contact you by e-mail with important news and information about the class – once a week is not enough to ensure that information gets to you in a timely manner.

COURSE OUTLINE:

Week 1 – Course introduction

Week 2 & 3 - Games as Culture, Games as Art: What is Gaming?
Week 4 - Genre Fiction: The History and Role of Genre in Gaming
Week 5 - War Games: Gaming's Place in World Conflict
Week 6 – The Role of Gaming in Military Simulations
Week 7 – Gaming and Gender Relationships
Week 8 – Midterm exam and paper topics due
Week 9 – Bad Guys, Good Guys: Ethnicity and Gaming
Week 10 – Virtual Money: Economics of Games
Week 11 – Persuasive Games: Understanding Procedural Rhetoric
Week 12 – Failure and Death: Gaming's Didactic Method
Week 13 – Digital Pastoral: Nature and Landscape in Virtual Worlds
Week 14 – Going Solo: The Individual and Communal in Gaming
Week 15 – The Desert of the Real: Realism, Virtual Reality and the Future of Gaming

Final exam – weeks 9-15

from notes and book – online exam with essay questions.

STUDENT DISABILITY:
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GAME 4901 Professional Portfolio
Fall 2016
Instructor: TBD
Email: TBD
Office Hours: TBD

Course Description
The Game and Interactive Media Design course prepares the student for entry into the professional world through the development of a resume, portfolio and the presentation of their work. 1 credit hour, Spring only.

Prerequisite: GAME 4013

Required Textbook: None

Recommended Supplies:
Flash drive, external hard drive, sketchbook, pencils and/or markers

Justification of the Course
In this course students will create and refine a digital game portfolio according to industry standard quality. They will develop an online presence while researching game and interactive media markets to tailor their work to specific job opportunities. The instructional methods of this course will include creative work, lectures, demonstrations, individual research, group critiques and presentations. Participation in all aspects is vital to the success of this course and will be an integral part of the student's final course evaluation.

Course Objectives
Students will develop a professional digital portfolio that meets industry standards.

1. Portfolio:
    a. Refining and documenting previous projects
    b. Showing evidence of current project development
    c. Creation of a sizzle reel
    d. Exporting work for various display formats (web, YouTube, DVD/Blu-ray, print)
2. Employment:
    a. Research into game design and interactive media job opportunities
    b. Resume building and formatting
    c. Job, internship, and graduate program application practices
    d. Self-marketing and utilization of social media tools

General Education Goals
The general education curriculum is designed to provide a foundation for knowledge to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:
a. Communicate effectively
b. Think critically
c. Develop ethical perspectives
d. Apply scientific and quantitative reasoning
e. Demonstrate knowledge of the arts and humanities

f. Understand wellness concepts

Course Outline
There will be 3-5 major projects, some of which may be team-oriented.

Assignments will be graded based upon the following criteria:
Creativity – originality of concept and approach to problem solving
Technique– ability to use the software effectively and execution of required elements
Presentation – quality of written and spoken discussion of work, including participation in group critiques
Process – demonstration of concept development through mid-progress critiques and sketchbook

Final Assessment:
Based on total points and protocol
A: 90-100 Exemplary performance in all aspects of course
B: 80- 89 Very Good performance on most course aspects
C: 70 - 79 Good or average performance overall
D: 60 -69 Unsatisfactory Performance
F: Failure

Department of Art Attendance Policy:
The Art Department has adopted the following policy:
For more than 4 missed classes (for studio this constitutes 12 contact hours) regardless of excuse, the instructor has the discretion to drop the final grade one level.
For more than 7 missed classes (21 studio contact hours) the student will receive a failing grade, unless the student drops within the university guidelines/deadlines.

Up to four classes can be missed without penalty, except for assigned due dates and exams. Students will not be penalized for officially sanctioned university activities. It is the responsibility of the student to present to instructors notice and verification of authorized participation. It should be understood that some course work cannot be made up and a student will be held accountable for missed content.

Tardiness is unacceptable and unprofessional. If a student is tardy or leaves class before the instructor has dismissed the rest of the class three times, it will count as a recorded absence.

Classroom Policies
Professional behavior is required. Punctual attendance and intelligent participation are expected.
The use of cell phones, including talking and texting, or computer use is not allowed during class lecture, discussions or critiques. In fact, cell phones should be either turned off or silenced before class begins.
Food and drinks are allowed as long as you are not being loud or leaving behind a mess. **However food is not allowed around computers or printing equipment!** If your behavior is disruptive you will be asked to leave the class and you will be counted as absent. **Essentially, just try to be respectful of the instructor and your fellow classmates.**

Academic Integrity
Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy.

In short: IF YOU PLAGIARIZE YOU RISK FAILING THE ASSIGNMENT AND POSSIBLY THE COURSE AS A WHOLE.

If you are unaware of what constitutes a violation of academic integrity, please review the ATU Student Handbook regarding academic policies.

Statement on Disabilities:

Arkansas Tech adheres to policies providing accommodations for disabilities. If you have special needs due to a disability, contact the Disability Service Office, Dean Hall, Room 110, 968-0316. The instructor should be notified at the beginning of the course if you have special needs.

This syllabus is a guideline for the semester. It may become apparent that the schedule or classroom policies need adjustment to reflect the current state of the course or address unexpected issues. You will be notified of any changes in schedule or classroom policy before they take effect!