# COMM 306 2-D Digital Game Development-CrsRvs-2016-07-

• The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: CRIM 101 Intro to Criminology-CrsRvs-2015-08-10

If DUAL LISTED list BOTH courses in the page title

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS
- Please be sure to remove the Brackets while renaming the page

Third Step: Make sure the word <u>DRAFT</u> is in yellow at the top of the proposal

Fourth Step: Click on "EDIT CONTENTS" (not EDIT) and start completing the template. When exiting or when done, click "SAVE" on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

\*Indicates a required field

Proposer*	B. Gail Wilson	Proposer Email*	bgwilson@iup.edu
Contact Person*	B. Gail Wilson	Contact Email*	bgwilson@iup.edu
Proposing Department/Unit*	Communications Media	Contact Phone*	7243573210

#### **Course Revisions**

(Check all that ap	(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B:	
mod_prereq	* Teacher Education: Please complete the Teacher	
	Education section of this form (below)	
	* Liberal Studies: Please complete the Liberal Studies	
	section of this form (below)	
	* Distance Education: Please complete the Distance	
	Education section of this form (below)	

#### **Rationale for Proposed Changes (All Categories)**

(A) Why is the course being revised /deleted:\*

The prerequisite is revised to add the recently approved new course, COMM 206 History and Theory of Games, as the only prerequisite. COMM 150 is the prerequisite for COMM 206 so is no longer needed on this list. Additionally, the requirement of "any COMM production course or instructor permission" is removed as this is unnecessarily restrictive and creates registration issues for students. Students who have completed COMM 206 will have sufficient background to take COMM 306.

(B) University Senate Summary of Rationale\* Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

The prerequisite is revised to add the recently approved new course, COMM 206 History and Theory of Games, as the only prerequisite. COMM 150 is the prerequisite for COMM 206 so is no longer needed on this list. Additionally, the requirement of "any COMM production course or instructor permission" is removed as this is unnecessarily restrictive and creates registration issues for students. Students who have completed COMM 206 will have sufficient background to take COMM 306.

(C) Implications of the change on the program, other

The change will have no negative impact on the department or program. It will give students easier access to register for COMM 306.

programs and the Students:\*

Curr	ent Course Information*	Propos	sed Changes
	Ca	tegory A	
(D) Curr ent Prefi x*	СОММ	Propo sed Prefix	СОММ
(E) Curr ent Num ber*	306	Propo sed Number	306
(F) Curr ent Cou rse Title*	2-D Digital Game Development	Propo sed Cours e Title	2-D Digital Game Development
(G) Prer equi site (s)	COMM 150, any COMM production course or instructor permission	Propo sed Prereq uisite (s)	COMM 206
(H) Curr ent Cata log Des cript ion	Examines the theory and development of digital games. Topics explored include the logics of gameplay, the process of game development, gaming technology, and the psychology of gaming. The history and organization of the gaming industry are also examined. Students also create deliverables around a game concept they develop in the process of completing the course.	Propo sed Catalo g Descri ption	Examines the theory and development of digital games. Topics explored include the logics of gameplay, the process of game development, gaming technology, and the psychology of gaming. The history and organization of the gaming industry are also examined. Students also create deliverables around a game concept they develop in the process of completing the course.
	If changing Category A	A, no furth	er action required.
	Category B (if no	change,	leave blank)
(I) Rep eata ble Cou rse	NO  If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:	Propo sed Repeat able Course	If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:
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(M) As outlined by the federal definition of a "credit hour", the following Brief As outlined by the federal definition of a "credit hour", the following **Brief** Cours should be a consideration should be a consideration Cou Outline rse regarding student work - For every one hour of classroom or direct regarding student work - For every one hour of classroom or direct Outli faculty instruction, faculty instruction, ne For there should be a minimum of two hours of out of class student each there should be a minimum of two hours of out of class student (It work. outco İS me, acc descri epta be ble how to сору the outco from me old will be sylla achiev bus) ed (Give suffici ent detail comm unicat e the conten t to faculty across campu S. It is not neces sary includ specifi С readin gs, calend ar or assign ments)

### **Distance Education Section**

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section,	
Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	See CBA, Art. 42.D.1 for Definition

Brief Course Outline	Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.
	Rationale for Proposal (Required Questions from CBA)
How is/are the instructor(s) qualified	
in the Distance Education delivery	
method as well as the discipline?	
For each outcome in the course, describe	
how the outcome will be achieved using	
Distance Education technologies.	
How will the instructor- student and	
student-student interaction take place?	
(if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests	
and assignments be addressed?	
Liberal Studies Section	
- Complete this section only for a	new Liberal Studies course or Liberal Studies course revision
If Completing this Section,	
Check the Box to the Right:	
Liberal Studies Course Design	nations (Check all that apply)
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	Please mark the designation(s) that apply - must meet at least one	
Expected Undergraduate Student	Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners	
Learning Outcomes	See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694	
(EUSLOs)		
Description of the Required	Narrative on how the course will address the Selected Category Content	
Content for this Category		
All Liberal Stu	idies courses are required to include perspectives on cultures and have a supplemental reading.	
	Please answer the following questions.	
Liberal Studies courses must include		
the perspectives and contributions		
of ethnic and racial minorities and		
of women whenever appropriate to		
the subject matter. Please explain		
how this course will meet this		
criterion.		
Liberal Studies courses require the		
reading and use by students of at		
least one non-textbook work of		
fiction or non-fiction or a collection		
of related articles. Please describe		
how your course will meet this		
criterion.		
Teacher Education Section		
- Complete this section only for a new Teacher Education course or Teacher Education course revision		

If Completing this Section,	
Check the Box to the Right:	
Course Designations:	
Key Assessments	

	For both new and revised courses, please attach (see the program education coordinator):
	The Overall Program Assessment Matrix
	The Key Assessment Guidelines
	The Key Assessment Rubric
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Narrative Description of the	How the proposal relates to the Education Major
Boguired Content	
Required Content	

## For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions http://ihelp.iup.edu