

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11/01/2017** Curriculum Bulletin _____
 Effective Date **Fall 2018** Approved by EPC _____

Department _____
 College **RE - Regional College**
 Degree **BS - Bachelor of Science**
 Program Name **Modeling, Animation and Game Creation** Program Banner Code _____
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

Establish a new major, Modeling, Animation and Game Creation (MAGC), within the Bachelor of Science degree. The program will be offered fully at the university's Kent, Stark and Tuscarawas campuses.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
 Current total credit hours: **121** Proposed total credit hours **120**

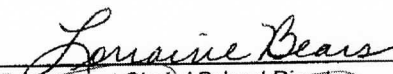
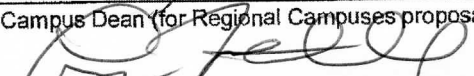
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

No impact. The existing concentration within the Bachelor of Science in Engineering Technology will be elevated to stand-alone degree in BS MAGC.

Units consulted (other departments, programs or campuses affected by this proposal):

Kent State University at Tuscarawas and Stark, FC, Engineering Technology, Regional College Curriculum, College of Communication, VCD, DMP, JMC, DS, College of Aeronautics & Engineering

REQUIRED ENDORSEMENTS

	12/13/2017
Department Chair / School Director	
	12/14/2017
Campus Dean (for Regional Campuses proposals)	
	12/18/17
College Dean (or designee)	
_____	_ _ _
Dean of Graduate Studies (for graduate proposals)	
_____	_ _ _
Senior Vice President for Academic Affairs and Provost (or designee)	



FORM

New Programs

Substantive Change Application

Institution: Kent State University City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: Executive Director, Curriculum Services Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. The total submission should be no more than 10–12 pages on a single classification of change. (The page limit excludes attachments. However, the overall length, including attachments, should not exceed 200 pages.)

If the person completing this application is not the CEO, CAO or the ALO of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Submit the completed application as a single PDF file on the following webpage:
http://www.hlcommission.org/document_upload/.

Part 1: General Questions

1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

Kent State proposes the establishment of a Modeling, Animation and Game Creation major within the Bachelor of Science degree. The program is existing—and has been since 2001 in a different approach—as a concentration in the Engineering Technology major called “Computer Design, Animation and Game Design.”

The proposed bachelor’s degree program will be offered fully at Kent State University’s Kent, Stark and Tuscarawas campuses in Ohio.

In order to prepare students to compete in the job market today, faculty have been continually updating the program’s curricular offerings to stay current with the developments in the field. As a concentration within the Engineering Technology major, faculty are limited in both marketing the program and in

redefining the curriculum while keeping a major core among all the concentrations. The program's name change reflects the updated curriculum and program objectives.

2. Is this application being submitted in conjunction with another application?

☐ Yes

☒ No

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Review the [“Overview of HLC Policies and Procedures for Institutional Changes Requiring HLC Notification or Approval”](#) to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

☐ Certificate

☒ Bachelor's

☐ Diploma

☐ Master's/specialist

☐ Associate's

☐ Doctorate

☐ Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out plan if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No.

- b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

- d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

- e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change. If "Yes," attach documentation of the approval to the request. If "No," attach evidence that approval is not needed.

Internal (faculty, board) approvals	☒ Yes	☐ No	
System approvals	☐ Yes	☐ No	☒ Not Applicable
State approval	☒ Yes	☐ No	
Foreign country(ies) approvals	☐ Yes	☐ No	☒ Not Applicable
<i>For Distance or Correspondence Education only:</i>			
Process in place to ascertain and secure state approval(s) as required	☐ Yes	☐ No	

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- ☐ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- ☐ The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- ☐ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. **Changes Requiring Visits.** This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, HLC will advise the institution based on the information provided in both Part 1 and Part 2 of the change application.)

- ☐ Request to schedule a Change Visit.
- ☐ Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled:

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

- Part 1 of this change form must be submitted at least four months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
- The institution files Part 2 of this change form at least two months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit. Provide URLs to the Faculty/Staff Handbook and Catalog below. If the URLs are not available, please do not submit the full handbook or catalog as attachments. HLC will provide directions on how to submit electronic versions of these documents prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.hlcommission.org/change> to ensure that there have been no changes in the application form in the intervening time.

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The full name of the proposed program is the Bachelor of Science degree in Modeling, Animation and Game Creation major. Its designated CIP code is **50.0102 Digital Arts**.

CIP description: A general, undifferentiated program that focuses on the use of computerized digital images as the primary medium of expression in the visual and performing arts, and that may prepare individuals for a wide variety of careers using new media, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, photography, and other fields.

b) Total credit hours (indicate whether semester or quarter) for completion of the program

The Modeling, Animation and Game Creation major is 120 semester credit hours, comprising 66 credit hours of major requirements and 54 credit hours of general education and additional requirements.

c) Normal or typical length of time for students to complete the program

Full-time new students will be able to complete the program in four years (eight semesters).

d) Proposed initial date for implementation of the program

Fall 2018

e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

Targeted audiences for the Modeling, Animation and Game Creation major will be both full-time and part-time students, and include traditional freshmen, students with associate degrees, transfer students and working adults. Students may complete the entire degree at Kent State University or transfer in technical courses from accredited institutions. The program utilizes in-person, video teleconference and online course delivery methods in full semesters. The goals of the program are to accommodate varied educational backgrounds, develop competencies needed for success in a variety of work settings and offer major courses in schedules attractive to both traditional and non-traditional students.

f) Projected life of the program (single cohort or ongoing)

Ongoing cohort.

g) Whether the program will be part of contractual or consortial arrangement

Not applicable.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request.

Not applicable.

3. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested below and complete the [Contractual Screening Form](#) for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.) If the screening form indicates contractual approval is required, complete the full contractual application and submit it in conjunction with the program application. If the screening form indicates no further action is required, attach the confirmation email from HLC.

Type of Involvement	Name(s) of External Organization(s)	Percent of Involvement
A. Recruitment and admission of students	Not applicable	

B. Course placement and advising of students	Not applicable	
C. Design and oversight of curriculum	Not applicable	
D. Direct instruction and oversight	Not applicable	
E. Other support for delivery of instruction	Not applicable	

Section B. Institution's History With Programs

4. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Presently, Kent State offers no degree programs with the same four-digit CIP code (50.01 Visual and Performing Arts, General).

5. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Presently, Kent State offers 11 majors at the baccalaureate level with the same two-digit CIP code (50 Visual and Performing Arts).

The two programs with the highest number of graduates in fiscal year 2016-2017 are the following:

- Fashion Design (CIP 50.0407 Fashion/Apparel Design): 92 graduates
- Visual Communication Design (CIP 50.0402 Commercial and Advertising Art): 80 graduates

Section C. Institutional Planning for Program Change

6. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

No identified challenges. Kent State University has adequate faculty and other resources for existing programs and the proposed program.

7. Briefly describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

The decision to propose the program as an independent major (separate from the Engineering Technology major) was reached after deliberation with program faculty, engineering technology faculty and the program's advisory board, in addition to consultation with the academic and administrative bodies on the university's regional campuses and with Kent State's College of Communication and Information and the College of Architecture and Environmental Design.

In addition to be approved by the program faculty, the proposed program was approved by Regional College Curriculum Committee, comprising faculty across Kent State's regional campuses; the Regional College dean; the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate.

8. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

No additional resources are needed, as the faculty, courses, physical facilities and technology for the program are already in place at the three campuses to support its elevation to major. Plans are in place to hire additional full-time faculty to support the program.

9. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Enrollment projections factor in the current program enrollment, which has been strong and steady over the past years, see table below:

Table: Student Enrollment in Computer Design, Animation and Game Design Concentration¹

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
157	146	156	148	167	191

10. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Kent State anticipates moderate enrollment growth with the program over the next six months to three years. Resources, including full- and part-time faculty are in place at the three campuses to offer the program—Kent, Stark and Tuscarawas. Two full-time faculty positions will be added for fall 2018, bringing total to five full-time faculty, to accommodate the current enrollment. Any potential future program faculty hires will be dependent upon student enrollment.

Six new part-time faculty members have recently been hired, bringing total to 11 part-time faculty, to accommodate the courses being taught at the campuses. University plans are to continually increase adjuncts with industry experience.

Presently, there are sufficient computer/lecture labs and advising offices at each campus. In fall 2017, an additional computer lab was added at the Kent Campus, and three new virtual reality labs at each campus, as well as a motion-capture lab at the Tuscarawas Campus.

11. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then?

Kent State University operates under a Responsibility Center Management (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The proposed Modeling, Animation and Game Creation major will be no exception, and will undergo the same scrutiny as other.

As this program is already sustainable at the bachelor's degree level (albeit, currently as concentrations within another major), the program has been self-sufficient for several years. See attached financial impact statement.

¹ Kent State Office of Institutional Research. Student Enrollment, 15th Day Census.

12. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the university's Catalog, degree audit, Explore Programs and Degrees website and student information system (for course scheduling and registration, program admission and graduation). The Regional Campus system employs marketing staff who are responsible for ensuring consistency and accuracy of messages in promotional communications. In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials.

Section D. Curriculum and Instructional Design

13. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

All of the major courses comprising the curriculum are approved and exist to support the associate degree in the same discipline and the current bachelor's degree concentration in the Engineering Technology major. Additional course requirements support other programs within the university.

Courses currently offered under the course subjects CADT (Computer Animation and Design Technology) and CDAG (Computer Design, Animation and Game Design) will be revised to be offered under the MAGC (Modeling, Animation and Game Creation major) course subject, effective fall 2018.

Eight courses will be established for the major and are noted as such.

MAJOR REQUIREMENTS

MAGC 11003 Solid Modeling 3 Credit Hours

Instruction given in the best usage approaches for parametric design philosophy through a hands-on, practice-intensive curriculum. Students acquire the knowledge needed to complete the process of designing models from conceptual sketching, through to solid modeling, assembly design and drawing production.

MAGC 12000 Two-Dimension Graphics 3 Credit Hours

Introductory course for creation of two-dimension graphics using vector and raster imaging for use in mapping and character development in animation and gaming.

MAGC 12001 Modeling and Texturing I 3 Credit Hours

Introduction to the basic concepts of three-dimension modeling and animation. Topics include terminology, techniques of creating textures and imaging for mapping, three-dimension modeling, lighting, shading and rendering.

MAGC 21000 Fundamentals of Mixed Reality 3 Credit Hours

NEW FALL 2018

Teaching the fundamentals of virtual and augmented reality available today, including education, medical, games and architecture.

MAGC 22000 Two-Dimension Communication 3 Credit Hours

Course explores communicating ideas in two dimensions, including technical and reference drawings using computer-aided drafting and vector software.

MAGC 22001 Modeling for Architecture 3 Credit Hours

Introduction to building information modeling (BIM) fundamentals, with emphasis placed on conceptual design and rendering techniques. Students also explore different ways to incorporate a virtual reality experience with the model.

MAGC 22004 Modeling and Texturing II 3 Credit Hours

Course covers three-dimension modeling and computerized techniques. Introduction to the basic concepts, terminology and techniques of three-dimension modeling, lighting, shading, imaging and animation.

MAGC 22005 Multimedia and Game Design 3 Credit Hours

Course covers two- and three-dimension game development, which includes the creation of flowcharts, roughs and interactive navigation systems. Integration of images, animation, video, sound and custom code for an application or game for a mobile device.

MAGC 22010 Digital Sculpting 3 Credit Hours

Course explores interactive three-dimensional sculpting to create highly-detailed and realistic models for use in games, film, animation and illustration.

MAGC 23020 Gaming and Culture 3 Credit Hours**NEW FALL 2018**

Course familiarizes students with the basic issues of the gaming culture and social aspects in different contexts, including the relationship between culture and gaming. Students understand the process of what is playing, what is experiencing and what are the cultural determinants that are at work.

MAGC 33010 Competitive Gaming 3 Credit Hours**NEW FALL 2018**

Introduction to the eSports culture of organized, multiplayer video game competitions. Students learn streaming techniques and layouts, business, developing teams, communities, competitive gaming, event marketing and organizing an eSports event.

MAGC 33030 Games for Education 3 Credit Hours**NEW FALL 2018**

Course explores using games for education and industry training.

MAGC 33095 Special Topics in Modeling, Animation and Game Creation 1-3 Credit Hours

(Repeatable for credit) Selected topics of special interest not covered in depth in existing courses; offered as resources permit.

MAGC 34000 Character Animation 3 Credit Hours

Continuation of the study and technology applications of computer animation with emphasis on camera usage and the production of a comprehensive animation project involving the animation thought process (ATP).

MAGC 34001 Animation Project 3 Credit Hours

Continued study of practical technology applications of computer animation with emphasis on scripting code writing, systems line variables and fluent realism factors within the animation thought process (ATP).

MAGC 34003 Animation Theory 3 Credit Hours

A comprehensive course covering the fundamentals of storytelling with animation and motion graphics. Coverage of concept development, pre-production, storyboarding, color and design.

MAGC 34005 Environmental Game Design 3 Credit Hours

Students learn the essentials of game environment creation. They study how textures, terrains, foliage, particle effects and lighting are created in a computer-aided software. They also learn to import three-dimension models in to a game environment.

MAGC 43000 Interactive Game Design 3 Credit Hours

This group-project-based course is a continuation of MAGC 34005. Students add characters and blueprint scripting aspects with the objective to create a playable three-dimension game using Unreal Engine.

MAGC 43001 Animation Production and Visual Effects 3 Credit Hours

Course explores effects such as particles and volumes (fire, smoke, liquids) inside three-dimension scenes, as well as compositing effects.

MAGC 43025 Real-Time Rendering and Animation 3 Credit Hours**NEW FALL 2018**

Course focuses on using a game engine, also known as a real-time renderer, to present stories and animation in real-time. This includes meeting performance targets, interactivity and animation.

MAGC 43092 Internship in Modeling, Animation and Game Creation 1-3 Credit Hours**NEW FALL 2018**

(Repeatable for credit) Practical experience with educational outcomes, utilizing and enhancing a student's academic learning in occupational situations. Students are expected to complete pre-determined assignments, which may include a weekly journal, final paper or experience report.

MAGC 43096 Individual Investigation in Modeling, Animation and Game Creation 1-3 Credit Hours

NEW FALL 2018

(Repeatable for credit) Research or individual investigation in areas not covered in the existing curriculum for baccalaureate-level students at or above the junior level.

MAGC 49999 Senior Capstone Project 3 Credit Hours

NEW FALL 2018

Course provides an integrated experience, bringing together components of the required coursework in the major. Students work in project teams with the students from upper-division courses, with choice given to an area of interest.

TECH 33020 Computer Hardware II 3 Credit Hours

An in-depth look at personal computer design and hardware components, and an introduction to the fundamentals of personal computer networks. Topics include the operation, assembly, configuration, diagnosis, and unit-level troubleshooting of personal computers and their associated hardware components. Also includes an introduction to PC network configuration, hardware, and troubleshooting fundamentals.

ADDITIONAL REQUIREMENTS

ARTS 14000 Drawing I 3 Credit Hours

Fundamental drawing and studio experiences; exploration of basic drawing ideas and media. Work produced in class must be retained for later portfolio presentation in ART 30001.

BMRT 11000 Introduction To Business 3 Credit Hours

Overview of social, economic and consumer environments as related to large and small business. Emphasis is on production, marketing, finance, management and human resources.

BUS 10123 Exploring Business 3 Credit Hours

An introduction to the basic areas of business with an integrated perspective on how the various areas work together. Technological competencies and communicative skills will be developed. Team building opportunities will be announced.

COMM 15000 Introduction to Human Communication 3 Credit Hours

An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

ENG 20002 Introduction to Technical Writing 3 Credit Hours

Introduction to communication practices within technical communities. Planning, drafting, revising and editing. Process descriptions, object descriptions, instructional texts, technical correspondence, problem reports, critical reflection.

ENG 20021 Introduction to Creative Writing 3 Credit Hours

Practice in various forms of creative writing with some emphasis on student interests and on sources of creativity.

MATH 11010 Algebra for Calculus 3 Credit Hours

Study of elementary functions and graphs, including polynomial, exponential and logarithmic functions, complex numbers; conic sections; arithmetic and geometric sequences.

MATH 11022 Trigonometry 3 Credit Hours

Solution of triangles, trigonometric equations and identities.

UC 10097 Destination Kent State: First Year Experience 1 Credit Hour

Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours.

VCD 14001 Visual Design Literacy 3 Credit Hours

Examines the topics visual communication design theory, two-dimensional graphic design, environmental graphic design, typography, illustration, photographic illustration, and interactive media. Introduction to how and why professionals in the field of visual communication design create meaning and context through their work. Students explore the language of visual communication, how it is influenced by form, content and context.

14. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Major Requirements

MAGC 11003	Solid Modeling	3
MAGC 12000	Two-Dimension Graphics	3
MAGC 12001	Modeling and Texturing I	3
MAGC 21000	Fundamentals of Mixed Reality	3
MAGC 22000	Two-Dimension Communication	3
MAGC 22001	Modeling for Architecture	3
MAGC 22004	Modeling and Texturing II	3
MAGC 22005	Multimedia and Game Design	3
MAGC 22010	Digital Sculpting	3
MAGC 23020	Gaming and Culture	3
MAGC 34000	Character Animation	3
MAGC 34001	Animation Project	3
MAGC 34003	Animation Theory	3
MAGC 34005	Environmental Game Design	3
MAGC 43000	Interactive Game Design	3
MAGC 43025	Real-Time Rendering and Animation	3
MAGC 49999	Senior Capstone Project	3
Major Electives, choose from the following:		15
MAGC 33010	Competitive Gaming	
MAGC 33030	Games for Education	
MAGC 33095	Special Topics in Modeling, Animation and Game Creation	
MAGC 43001	Animation Production and Visual Effects	
MAGC 43092	Internship in Modeling, Animation and Game Creation	
MAGC 43096	Individual Investigation in Modeling, Animation and Game Creation	
TECH 33020	Computer Hardware II	

Additional Requirements

ARTS 14000	Drawing I	3
or VCD 14001 Visual Design Literacy		
BMRT 11000	Introduction to Business	3
or BUS 10123 Exploring Business		
COMM 15000	Introduction to Human Communication	3
ENG 20002	Introduction to Technical Writing	3
or ENG 20021 Introduction to Creative Writing		
MATH 11010	Algebra for Calculus	3
MATH 11022	Trigonometry	3
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts		9
Kent Core Social Sciences		6
Kent Core Basic Sciences		6-7
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		8

Minimum Total Credit Hours: 120

15. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other approaches to learning, explain how the institution will ensure that student work and the levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Lead program faculty assess and evaluate the program overall for both online and on-ground students following existing practices. Any major courses that will be offered online are developed using the Quality Matters rubric standard. The program's capstone course—MAGC 49999—allow faculty to assess if the students are able to demonstrate the required competencies for the program. All measurable outcome for courses are reviewed and content is modified as needed to guarantee continued quality improvement.

Section E. Institutional Staffing, Faculty, and Student Support

16. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Currently, there are three full-time and five part-time faculty to support enrollment in the concentration. Hires are planned for two additional full-time faculty in fall 2018 and four part-time faculty in spring 2018 and fall 2018.

17. What will the impact of the new initiative be on faculty workload?

The new initiative may have impact on faculty workload if the expected growth in the program is met. The Regional College already is preparing for this by hiring qualified part-time faculty to teach many of the high-enrollment courses, which will see the initial rise in numbers.

18. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member.)

Faculty teaching the courses in the major are listed below. Faculty teaching additional coursework for the program (e.g., arts, business, communication, English, mathematics, general education) are attached to other programs/departments and teach the courses for other programs.

* Load: number of courses taught each year at all Kent State campuses.

** Faculty member is attached to another program/department.

Instructor	Title, Campus	Credential	Teach	Courses faculty teach in program	Load*
Lorraine Bears	Associate Lecturer Tuscarawas	MTech, Kent State University, 2004	18 years	MAGC 11003, MAGC 12000, MAGC 12001, MAGC 22001, MAGC 22010, MAGC 23020, MAGC 33030, MAGC 33095, MAGC 43092, MAGC 43096, MAGC 49999	30

Instructor	Title, Campus	Credential	Teach	Courses faculty teach in program	Load*
Timothy Fritz	Lecturer Tuscarawas	MTech, Kent State University, 2017	3 years	MAGC 12000, MAGC 12001, MAGC 21000, MAGC 22004, MAGC 22005, MAGC 33095, MAGC 34000, MAGC 34001, MAGC 34005, MAGC 43000, MAGC 43025, MAGC 49999	30
Evren Koptur	Assistant Professor Kent	PhD, Instructional Technology, Kent State University, 2016	15 years	TECH 33020	XX
Turan Koptur	Lecturer Tuscarawas	MTech, Kent State University, 2011	5 years	MAGC 12000, MAGC 12001, MAGC 21000, MAGC 22004, MAGC 22005, MAGC 33010, MAGC 33095, MAGC 34000, MAGC 34001, MAGC 34005, MAGC 43000, MAGC 43025, MAGC 49999	30
Anthony Bible	Adjunct (part time) Tuscarawas	MFA, Visual Studies, Columbus College of Art and Design, year	5 years	MAGC 11003	6
Li Herti	Adjunct (part time) Tuscarawas	MFA, Illustration, University of Hartford, 2016	3 years	MAGC 12000	12
Scott Lindsay	Adjunct (part time) Tuscarawas	MTech, Kent State University, 2001	15 years	MAGC 22000	18
Justin McCrea	Adjunct (part time) Tuscarawas	MA, Interactive Design/ Game Development, Savannah College of Art and Design, 2008	8 years	MAGC 12000, MAGC 12001, MAGC 22004, MAGC 34000, MAGC 34003	18
Joseph Miller	Adjunct (part time) Tuscarawas	MA, Interactive Design/ Game Development, Savannah College of Art and Design, 2016	3 years	MAGC 12000, MAGC 22010, MAGC 34003	12
Gary Mote	Adjunct (part time) Tuscarawas	MA, Telecommunications, Kent State University, 1988	16 years	MAGC 12001, MAGC 22004, MAGC 43001	18
James Mravec	Adjunct (part time) Tuscarawas	MFA, Illustration, University of Hartford, 2016	16 years	MAGC 12000, MAGC 34003	15
Chris Totten	Adjunct (part time) Tuscarawas	MArch, Catholic University of America, 2009	8 years	MAGC 12000, MAGC 12001, MAGC 22004, MAGC 34000, MAGC 34003	18
Lauren Woolem	Adjunct (part time) Tuscarawas	MTech, Kent State University, 2015	2 years	MAGC 22000	6

19. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

20. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

As the program is on-going (as a concentration), existing resources are sufficient. Each Kent State campus has a full-time librarian on staff. The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses, as well as access to OhioLink, which provides students access to library materials and electronic research databases from 120 academic libraries in Ohio. In addition, Kent State also maintains a license with Safari Books, a digital library of more than 30,000 online technical texts.

Section F. Evaluation

21. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Faculty are committed to keep the program and curriculum current with industry standards. Presently—and in the future when the program is elevated to a major—full-time program faculty meet regularly to access and evaluate the program-level learning outcomes and objectives in consultation with the program's industry advisory board. In addition, program faculty active in professional organizations and conferences.

Various outcomes such as writing and communication effectiveness, technical skills and ethical decision-making are used to assess the goals and objectives listed below. The data on these metrics are summarized in a program assessment report each year and submitted to Kent State's Office of Accreditation, Assessment and Learning.

Graduates of the program will be able to:

1. Demonstrate current skills in 2D and 3D modeling, animation and game design.
2. Apply design thinking to technological problems, including demonstrating familiarity with design thinking applicable to their professional work.
3. Demonstrate an understanding of the ethics (and legal issues) closely associated with fields of modeling, animation and game design.
4. Demonstrate effective communication skills—both verbally and in written form—with technical, business and design professionals, including effective communication as individuals and as part of a project team.
5. Participate in, and lead, multidisciplinary project teams, demonstrating theoretical and practical understanding of team dynamics.
6. Demonstrate appreciation for diverse cultures and individual differences, and reflect that appreciation in their work.
7. Engage in continuous learning, as well as research and assess new ideas and information to provide the capabilities for lifelong learning.

22. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

Kent State University offers many support services to students through a variety of offices on each campus, including advising, tutoring, career, counseling, accessibility and technical support. Students are assigned a professional academic advisor, who work with students on their progress to degree using the university's degree audit (Graduate Planning System). In addition, students meet with faculty advisors to discuss career goals. Faculty issue evaluation grades for first- and second-year courses between weeks four to seven in the semester to provide feedback to students and allow them time to make adjustments in their studies.

ADDENDUM TO HIGHER LEARNING COMMISSION SUBSTANTIVE CHANGE APPLICATION TO ESTABLISH A NEW UNDERGRADUATE DEGREE PROGRAM

Proposed Major: Modeling Animation and Game Creation
Proposed Degree: Bachelor of Science
Administrating College: Regional College
Administrating Department: N/A

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Lorraine Bears, associate lecturer, will be the program coordinator and lead faculty and will report to the assistant dean of the Kent Tuscarawas Campus. Responsibilities for program coordinator include, but are not be limited to, schedule of lectures and labs at the three campuses, approval and overseeing teaching by adjuncts, changes to the curriculum, schedule advisory board meetings and oversight and coordination of program recruitment.

Indicate whether any institutions of higher education offer the proposed program within a 30-mile radius of the campus(es) at which the proposed program will be offered. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this campus.

The list below represent the larger institutions in Ohio that offer degrees in game design. While these are outside of the 30-mile radius, the represent the largest game-design programs offered in Ohio. There are also institutions that offer degrees primarily in animation and/or graphic design. Kent State's program is unique as the mission is to equip students for jobs locally and statewide and beyond in areas of modeling 2D and 3D (CAD, solid models for industry and marketing), training in animation with virtual reality for games in education, sports and entertainment. The program originated out of the BS in Engineering Technology; faculty still believe in the technical skills needed for industry jobs in Ohio and beyond in the many areas that these areas encompass. Faculty combine those skills with design, animation and game creation to equip graduates to compete with the cutting-edge competitive jobs nationwide.

The Ohio State University (Columbus)

Student Population: 42,916

Backdrop: Urban 3,469-acre campus

Degrees Offered: BFA Art and Technology, BS Design (Visual Communication Design concentration); MFA Art and Technology; MFA Digital Animation and Interactive Media

- 2D and 3D art, 4D real and recorded time, photography, painting, drawing, digital imaging, 3D studio art and art history. They continue with coursework in multimedia authoring, holography, video art, new media, 3D animation, new media robotics, 3D computer sculpting and web comic production.
- Digital Animation and Interactive Media program concentrate on videogame prototyping and production, digital cinematography, 3D virtual environments, experimental and independent animation and interactive arts media.

Columbus College of Art and Design (Columbus)

Student Population: 1,359

Backdrop: Urban, 17-acre campus

Degrees Offered: BFA Advertising and Graphic Design, Animation, Illustration and Media Studies; MFA Visual Arts: New Projects

- Animation students focus on drawing, painting, photography, time-based media design, animation, computer animation, computer game development, character design, motion graphics, digital imaging, layout, media installation and experimental animation. All students create a portfolio.

Cleveland Institute of Art (Cleveland)

Student Population: 546

Backdrop: Urban, 5-acre campus

Degrees Offered: BFA Animation, Communication Design, Game Design, Illustration, Technology and Integrated Media Environment – Digital Arts, Video

- Game Design students complete coursework in integrated media, digital art and design, digital texture, game design, game media production, 3D modeling, animation, level design, sound design, storyboarding, screenwriting and 2D and 3D compositing. All students create a BFA thesis and exhibition.
- Illustration students take courses in visual organization and media, integrated media, studio projects, illustration for publication, layout, professional standards in illustration, graphic novels and sequential art, character design and development and narration, sequence and storytelling. All students create a final project, portfolio, BFA thesis and BFA exhibition.

Ohio University (Athens)

Student Population: 21,655

Backdrop: Small town, 1,773-acre

Degrees Offered: BFA Graphic Design, BSC Digital Media: Special Effects, Games and Animation; MFA Graphic Design

- Graphic Design students at Ohio University complete coursework in graphic design principles, typography, 3D studies, digital visualizing, descriptive drawing, system and color and form and content. All students must pass a sophomore year portfolio review in order to be admitted to the major. Students complete junior and senior studios and a practicum. All students create a BFA exhibition.
- Digital Media students at Ohio University focus on telecommunications, business of media, global media systems, media analysis and criticism, multimedia production, media management, computer animation, motion graphics, 3D modeling and animation, video production and editing, game development and digital game production.

Shawnee State University (Portsmouth)

Student Population: 4,618

Backdrop: Small town, 50-acre campus

Degrees Offered: BFA Gaming and Simulation Development Arts, Visualist Design and Interactive Media; BS Digital Simulation and Gaming Engineering Technology

- Gaming and Simulation Development Arts students focus on drawing, life drawing, small model sculpting, digital imaging, game programming, calculus, animation, inorganic studio and organic studio. All students participate in the Senior Show.

CATALOG COPY**DESCRIPTION:**

The Bachelor of Science degree in Modeling, Animation and Game Creation provides the key concepts, creative tools and principles of diverse skills in fundamental and advanced technical knowledge of modeling, animation and game design. Students create graphics, photo-realistic models, 3D characters, animations, level environments and design games.

Upon graduation, students have created a professional-quality portfolio to enter the field of content creators and are prepared for jobs in technical illustration, 2D and 3D modeling, game design, animation, artistic production and exhibition.

Fully Offered At:

- Kent Campus
- Stark Campus
- Tuscarawas Campus

ACCREDITATION:

Not Applicable

ADMISSION REQUIREMENTS:

Standard admission criteria for the undergraduate degree.

PROGRAM LEARNING OUTCOMES:

Graduates of this program will be able to:

1. Demonstrate current skills in 2D and 3D modeling, animation and game design.
2. Apply design thinking to technological problems, including demonstrating familiarity with design thinking applicable to their professional work.
3. Demonstrate an understanding of the ethics (and legal issues) closely associated with fields of modeling, animation and game design.
4. Demonstrate effective communication skills—both verbally and in written form—with technical, business and design professionals, including effective communication as individuals and as part of a project team.
5. Participate in, and lead, multidisciplinary project teams, demonstrating theoretical and practical understanding of team dynamics.
6. Demonstrate appreciation for diverse cultures and individual differences, and reflect that appreciation in their work.
7. Engage in continuous learning, as well as research and assess new ideas and information to provide the capabilities for lifelong learning.

PROGRAM REQUIREMENTS:**Major Requirements****Major Requirements (courses count in major GPA)**

MAGC 11003	Solid Modeling	3
MAGC 12000	Two-Dimension Graphics	3
MAGC 12001	Modeling and Texturing I	3
MAGC 21000	Fundamentals of Mixed Reality	3
MAGC 22000	Two-Dimension Communication	3
MAGC 22001	Modeling for Architecture	3
MAGC 22004	Modeling and Texturing II	3
MAGC 22005	Multimedia and Game Design	3
MAGC 22010	Digital Sculpting	3
MAGC 23020	Gaming and Culture	3
MAGC 34000	Character Animation	3
MAGC 34001	Animation Project	3
MAGC 34003	Animation Theory	3
MAGC 34005	Environmental Game Design	3
MAGC 43000	Interactive Game Design	3
MAGC 43025	Real-Time Rendering and Animation	3
MAGC 49999	Senior Capstone Project	3
Major Electives, choose from the following:		15
MAGC 33010	Competitive Gaming	
MAGC 33030	Games for Education	
MAGC 33095	Special Topics in Modeling, Animation and Game Creation	
MAGC 43001	Animation Production and Visual Effects	
MAGC 43092	Internship in Modeling, Animation and Game Creation (ELR)	
MAGC 43096	Individual Investigation in Modeling, Animation and Game Creation	
TECH 33020	Computer Hardware II	

Additional Requirements (courses do not count in major GPA)

ARTS 14000	Drawing I	3
or VCD 14001	Visual Design Literacy	
BMRT 11000	Introduction to Business	3
or BUS 10123	Exploring Business	
COMM 15000	Introduction to Human Communication (KADL)	3
ENG 20002	Introduction to Technical Writing	3
or ENG 20021	Introduction to Creative Writing	
MATH 11010	Algebra for Calculus (KMCR)	3
MATH 11022	Trigonometry (KMCR)	3
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		6
Kent Core Humanities and Fine Arts (minimum one course from each)		9
Kent Core Social Sciences (must be from two disciplines)		6
Kent Core Basic Sciences (must include one laboratory)		6-7
General Electives (total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours)		8

Minimum Total Credit Hours: 120**Graduation Requirements:**

- Minimum Major GPA: 2.000
- Minimum Overall GPA: 2.000

ROADMAP**Semester One**

ARTS 14000 Drawing I	3
or VCD 14001 Visual Design Literacy	
COMM 15000 Introduction to Human Communication (KADL)	3
MAGC 12000 Two-Dimension Graphics	3
UC 10097 Destination Kent State: First Year Experience	1
Kent Core Requirement	3
Kent Core Requirement	3
Credit Hours	16

Semester Two

BMRT 11000 Introduction to Business	3
or BUS 10123 Exploring Business	
MAGC 11003 Solid Modeling	3
MAGC 22000 Two-Dimension Communication	3
MATH 11010 Algebra for Calculus (KMCR)	3
Kent Core Requirement	3
Credit Hours	15

Semester Three

MAGC 12001 Modeling and Texturing I	3
MAGC 21000 Fundamentals of Mixed Reality	3
MAGC 22001 Modeling for Architecture	3
Kent Core Requirement	3
Major Elective	3
Credit Hours	15

Semester Four

MAGC 22004 Modeling and Texturing II	3
MAGC 22005 Multimedia and Game Design	3
MAGC 22010 Digital Sculpting	3
MAGC 23020 Gaming and Culture	3
Kent Core Requirement	3
Credit Hours	15

Semester Five

ENG 20002 Introduction to Technical Writing	3
or ENG 20021 Introduction to Creative Writing	
MAGC 34000 Character Animation	3
MAGC 34003 Animation Theory	3
Kent Core Requirement	3
General Elective	3
Credit Hours	15

Semester Six

MAGC 34001 Animation Project	3
MAGC 34005 Environmental Game Design	3
MATH 11022 Trigonometry (KMCR)	3
Major Elective	3
General Elective	3
Credit Hours	15

Semester Seven

MAGC 43000 Interactive Game Design	3
MAGC 43025 Real-Time Rendering and Animation	3
Major Elective	3
Kent Core Requirement	6
Credit Hours	15

Semester Eight

MAGC 49999 Senior Capstone Project	3
Major Electives	6
Kent Core Requirement	3
General Elective	2
Credit Hours	14

Minimum Total Credit Hours 120

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	200	210	220	230
Headcount part-time				
Full-time equivalent (FTE) enrollment	200	210	220	230
II. Projected Program Income				
Tuition - 120 Lower 80 upper	\$ 1,210,720	\$ 1,267,360	\$ 1,333,740	\$ 1,390,380
Expected state subsidy - Stem 1, 3, 4 AH2, BES2 & 3	\$ 7,644,920	\$ 7,935,670	\$ 8,468,780	\$ 8,697,170
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income - program fees	\$ 25,000	\$ 26,250	\$ 27,500	\$ 28,750
Total Projected Program Income	\$ 8,880,640	\$ 9,229,280	\$ 9,830,020	\$ 10,116,300
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: 1 TT	\$ 42,500	\$ -	\$ -	\$ -
Part-time: 2 - 2 - 1	\$ 6,000	\$ 6,000	\$ 3,000	\$ -
-Non-instruction				
Full-time:	\$ -	\$ -		
Part-time:	\$ -	\$ -	\$ -	\$ -
Current persc .				
- Instruction				
Full-time: 3 NTT	\$ 150,870	\$ 197,237	\$ 201,182	\$ 205,295
Part-time: 5	\$ 26,171	\$ 32,814	\$ 39,590	\$ 43,442
-Non-instruction				
Full-time: 1 Siddle	\$ -	\$ 35,000	\$ 35,700	\$ 36,414
Part-time: 1 Siddle	\$ 19,500	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 60,653	\$ 92,243	\$ 95,456	\$ 97,399
New facilities/building/space renovation (describe in narra	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additonal technology or equipment needs	\$ 53,773	\$ -	\$ 45,000	\$ -
Other expenses (see below)	\$ -	\$ -	\$ -	\$ -
Total Projected Program Expenses	\$ 359,467	\$ 363,294	\$ 419,928	\$ 382,550
Projected Program Net	\$ 8,521,173	\$ 8,865,986	\$ 9,410,092	\$ 9,733,750
Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ -	\$ -	\$ -	\$ -
RCM tuition allocation to other colleges	\$ -	\$ -	\$ -	\$ -
Professional development	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Supplies (office, computer software, duplication, printing)	\$ 21,500	\$ 22,000	\$ 22,500	\$ 23,000
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ 25,500	\$ 26,000	\$ 26,500	\$ 27,000

BUDGET NARRATIVE:

[This section is for describing facilities, scholarship/stipend support, library resources, additional technology, etc., if applicable.]

Software - Adobe \$4,700; Allegorithmic \$14,000; Zbrush \$2,800

Computer refresh in year 3 of \$45,000.

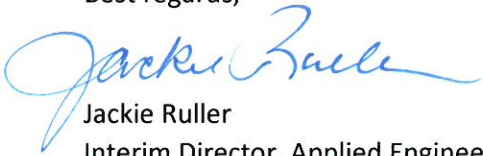
December 11, 2017

Lorraine Bears
Associate Lecturer
Kent State University

Dear Lori:

The faculty of the College of Aeronautics and Engineering support your Bachelor of Science in Modeling, Animation and Game Creation.

Best regards,



Jackie Ruller
Interim Director, Applied Engineering

**STARK**

July 19, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent Ohio 44242

Dear Review Committee:

I am writing to offer my steadfast support for a stand-alone degree in the Computer Design Animation and Gaming program. The current program has been designed as a Bachelor's of Science degree in Engineering Technology at the Tuscarawas Campus. The program is synchronously delivered to the Stark Campus. The program has thus far served the needs of the students and community, and with the ever-growing demand in this field, the faculty and the program coordinators have proposed a change in the name of the degree to *Bachelor of Science in Modeling, Animation and Game Creation*. The new name is able to better reflect the learning objectives of the program and is in line with other curriculum changes.

The proposed name change will allow us to effectively market the program at both campuses (Tuscarawas and Stark). The environmental scan we performed to gauge community demand shows that there is a high demand for modeling and animation design in industry and a considerable lack of skilled workers.

In fall 2017, Kent State University at Stark will have a new dedicated classroom for the CDAG program. It will be equipped with computers and state of the art projection along with all necessary software. Additional to this room we have a smaller dedicated room for virtual reality (VR) activities. We will continue to support the new degree and build the capacity to attract more students to the program.

In summary, I am very excited about this new vibrant marketing opportunity for our campuses. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Denise A. Seachrist".

Denise A. Seachrist, Ph.D.
Dean & Chief Administrative Officer

July 27, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent, OH 44242

To Whom It May Concern,

The purpose of this letter is offer support for a stand-alone degree in the Computer Design, Animation and Game Design program. The current program was originally designed as a Bachelor of Science degree in Engineering Technology. Unfortunately, the requirements of the degree as an Engineering Technology degree now conflicts with the growth of the program as a modeling and animation degree. Animators and modelers do not need to be held to the same requirements as engineering technologists. Although there will always be some overlap between the design aspects of the two degrees, in particular with regard to software used, the applications have grown apart.

To better reflect the direction and the learning objectives of the program, the faculty have proposed a change in name to the degree to Bachelor of Science in Modeling, Animation and Game Creation. This new name sheds the archaic "computer" designation, which is a "given" in today's technological society. In its place, the concepts of modeling, animation and game creation are placed in the forefront as better descriptors of the degree.

As the Director of Engineering Technology at Kent State University at Tuscarawas, I support this move.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Dykshoorn', with a long horizontal line extending to the right.

Paul Dykshoorn
Director, Engineering Technology

June 29, 2017

Kent State University
Curriculum Services
208 Schwartz Center
Kent Ohio 44242

Dear Review Committee:

It is my pleasure to fully support a stand-alone degree for our current Computer Design Animation and Gaming program. Our program has been under the umbrella of our Bachelor's of Science in Engineering Technology for many years. While the needs of our students were served well during this period, the faculty now are ready to take the program to the next level, clearly differentiating it from the current Bachelor's program, creating a more transparent degree name (Bachelor of Science in Modeling, Animation and Game Creation) which is a better reflection of the curriculum and program objectives. There are many advantages to the proposal, including:

- Higher visibility and marketability for the campuses (Tuscarawas and Stark). This program will help enrollment at both campuses
- Meeting a community demand. Many of our industries have indicated need for computer modeling and animation in particular. I often hear about a deficit in the skills of the workforce. This program will help to bridge that gap
- Relatively low start-up costs. Most of the faculty and equipment is either in place, or planned to be in place very soon. As the program grows, additional resources will be added commensurate with need
- Faculty expertise. Our faculty are highly qualified and credentialed to teach in this program

The Tuscarawas campus has a history of dedicating the resources necessary to ensure program success. We have done this with our Veterinary Technology Program, our new Agribusiness program and have purchased updated and newer equipment/software for CDAG at our campus and Stark. We will continue to support the new degree program and not negatively impact any other degree here at the Tuscarawas campus.

In summary, I am very excited about this new, marketable and dynamic opportunity for our campus and the regional college. If you have any questions, please do not hesitate to contact me.

Regards,



Bradley, A. Bielski, Ph.D.
Dean & Chief Administrative Officer

From: Javed I. Khan [<mailto:javedkent@gmail.com>]
Sent: Wednesday, January 17, 2018 1:57 PM
To: BEARS, LORRAINE <lbears@kent.edu>
Subject: Re: Computer Design Animation and Game Design

Dear Lori,

Thanks for sending the revised programs and giving us the opportunity to review it. Computer Science department is excited to see the proposal for a new 'Animation and Game Creation' BA degree. Our Curriculum committee have now have a chance to review it. and It seems there is a great opportunity of collaboration we should tap into. The two points are:

a) There is some concern about the clarity of the name. However, it seems major coverage in curriculum is- computer games and animation. This possible requires us to think more that how we can leverage you as you are moving from concentration to full degree. CS department is offering a BS concentration in the specialty- Computer Game Programming for long time along side with yours. Courses are also now available online which might facilitate all campuses to use them.

b) On the other hand, there are few your courses perhaps our Game Programming students might take.

I will appreciate if perhaps two curriculum committees can meet. This topic is a good opportunity to build a quality collaborative program, and we will be glad to support.

Best regards,

-Javed.

Dr. Javed I. Khan, Professor and Chair
Department of Computer Science
Kent State University, 241 MSB, Kent, OHIO-44242, USA
Tel: (330)-672-9055, Fax: (330)-672-0737
Email: javed@cs.kent.edu
Home page: <http://www.cs.kent.edu/~javed>

"Imagination will often carry us to worlds that never were.
But without it we go nowhere."

- Carl Sagan

BEARS, LORRAINE wrote:

Hello Javed,

I hope you had a nice holiday! I'm attaching a newly updated summary of our BS in MAGC and minors that will be going to EPC later this month. This summary should describe more in detail what we will be proposing. I'm hoping that you had a chance to speak with your faculty and that you will be willing to send me a letter stating that both you and your faculty will support our proposal that I can include for the EPC meeting.

We are working with CCI, DMP and VCD on some collaborative projects. We also now have a collaborative VR/audio finishing room with CCI in Franklin hall. I'm hoping that we can work with you as well. We are hiring new faculty with extensive experience in game design and I'm hoping we can make some plans to do some collaborative projects with CS or maybe more. We can easily be available to meet at your convenience.

Thank you and I look forward to speaking with you soon!

Lori

*Lorraine Bears
Kent State University
Computer Design, Animation and Game Design
330-308-7438*



January 18, 2018

To: Educational Policies Committee

From: ^{AR} Amy Reynolds, Dean, CCI

Jeff Fruit, Interim Director, School of Digital Sciences & School of Journalism & Mass Communication

 David Robins, Interim Director, School of Visual Communication Design

Re: CCI Support for MAGC B.S. and minor in Game Design

We are writing in support of the proposed degree changes in what is currently the Computer Design, Animation and Game Design (CDAG) program – changing to Modeling Animation and Game Creation (MAGC). Within CCI are three schools that teach courses broadly related to MAGC – the Schools of Digital Sciences (DS), Journalism & Mass Communication (JMC) and Visual Communication Design (VCD). We support the proposed degree changes, the program name change and the addition of the Game Design minor. CCI's leadership team and faculty who teach in related areas have not only been consulted but are working in partnership with our colleagues in CDAG to better serve all of our students through interdisciplinary collaboration.

Beginning in early spring semester 2017, several of our faculty colleagues began discussions with CDAG faculty, encouraged by Deans Reynolds (CCI) and Bielski (Tuscarawas). Since that time, an interdisciplinary group of faculty and a few staff in CDAG, CCI, DS, VCD and JMC have done the following:

- Established an informal interdisciplinary committee of faculty from the Kent, Tuscarawas and Stark campuses in the areas of CDAG, VCD, JMC, CCI, architecture, the Fashion School and Music Technology. This informal committee of faculty met a few times during the fall semester (2017) to craft lists of courses that we all teach in which there is some overlap and to discuss ways we can draw from our shared expertise to best serve our students. The goal of this group is to find ways to work together as our fields continue to rapidly change; to better promote each other's courses and offerings that complement our own and try to coordinate some class scheduling across units as appropriate; and, to find opportunities for faculty collaboration (research, curriculum development, etc.). We have not yet met this spring (2018) semester, but we expect to continue this work through the calendar year. This effort is in its early stages.
- Faculty in CCI, JMC and Comm Studies have worked with faculty in CDAG/MAGC to create shared classroom and lab spaces for virtual reality teaching that are available to both CDAG and CCI students. Faculty in Comm Studies were consulted prior to converting a primarily Comm Studies classroom into a shared computer and teaching lab in the Mac Annex. Additionally, JMC and DS faculty were directly involved in the conversion of a lab space in Franklin Hall to support a dedicated virtual reality and audio lab space for students primarily in the Digital Media Production (DMP) and CDAG/MAGC programs. (DMP is a major/sequence in JMC.) In both cases, CCI and CDAG/MAGC are sharing technology and other related costs.
- CDAG Associate Lecturer Lori Bears was invited to sit on a current faculty search committee for a new faculty hire in the area of Digital Media Production. The faculty in DS, DMP and CDAG expect to continue to work together on future faculty hires in areas in which we have some overlap (particularly with respect to virtual reality, augmented reality and animation).

CCI faculty who teach in and have expertise related to the CDAG/MAGC program are supportive of the proposed curricular changes and we are excited to continue our collaborative relationship with our CDAG/MAGC colleagues in the coming years.

College of Communication and Information

Office of the Dean

P.O. Box 5190 • Kent, Ohio 44242-0001

330-672-2950 • Fax: 330-672-2952 • <http://www.kent.edu/cci>