

**MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL**

**PROPOSAL FOR:**

- ☒ **NEW INSTRUCTIONAL PROGRAM**  
☐ **SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**  
☐ **COOPERATIVE DEGREE PROGRAM**  
☐ **WITHIN EXISTING RESOURCES or** ☐ **REQUIRING NEW RESOURCES**

**Maryland Institute College of Art**  
Institution Submitting Proposal

**July, 2017**  
Projected Implementation Date

**Bachelor of Fine Arts**  
Award to be Offered

**Game Design**  
Title of Proposed Program

**1009.00 - Applied Design**  
Suggested HEGIS Code

**50.0411 - Game and Interactive Media Design**  
Suggested CIP Code

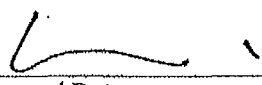
**Interactive Arts**  
Department of Proposed Program

**James Rouville**  
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Signature and Date

**Samuel Hoi, President**

**May 24, 2016**

**Date Endorsed/Approved by Governing Board**



# MARYLAND INSTITUTE COLLEGE OF ART

## PROPOSAL

### BACHELOR OF FINE ARTS IN GAME DESIGN

#### A. Centrality to institutional mission statement and planning priorities:

##### 1. Program Description

The proposed BFA in Game Design at MICA will provide students with an understanding of the influence and potential of games within society, with a focus on the enormous ability of games to educate, critique, and function as an art form. This program defines games and play broadly to include immersive theatre, real world games, playful artworks as well as video games. Games are a vital and rising form within modern culture, and in addition to a booming entertainment market, games are also being utilized to challenge how we learn and engage in education, the military, medicine, social engagement, and politics -- and they are coming into their own as an artistic practice. Games have long been a critical driver for new visual technologies. Now, Game Design sits at the center of the burgeoning fields of Virtual- and Augmented-Reality, providing a rich arena for collaborations with disciplines ranging from documentary journalism to live, interactive performance. The curriculum will facilitate development of a critical language to evaluate games and play, expand the student's use of drawing and painting into digital realms, and increase understanding of narrative and storytelling.

Working in a team-based, open lab model, students will learn to make games from prototype to finished form and will be able to focus on individual areas of interest including game design, narrative, programming, art production, animation, sound, and more--as they work on collaborative projects with a variety of external partners. The curriculum, which expands upon MICA's successful concentration in game arts, reflects the multidisciplinary nature of game development and draws upon the College's renowned faculty in interactive arts, illustration, and animation so that students gain an outstanding technical and conceptual skillset in preparation for a career in game design. The new BFA in Game Design is designed to prepare students for careers in the highly interdisciplinary games industry. Some students will engage in artistic practice as media/game artists, while other students will apply game design to education, medicine, health-care, user experience design, politics, theatre, non-profit work and as a force for social engagement and change. The curriculum is designed to embrace the industry's demand for a rigorous technical program coupled with an understanding of the artistic and creative elements of the expanding medium. Central to the program's core values is a focus on collaborative work that reaches across disciplines. Students will learn to work on teams with different skill sets to research, design, prototype, and complete complex interactive designs.

The BFA in Game Design has been accredited by the Commission on Accreditation in the National Association of Schools of Art and Design (November 2016). NASAD, founded in 1944, is an organization of schools, colleges, and universities. It has approximately 240 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials.

##### 2. Alignment with Institutional Goals

The Maryland Institute College of Art is dedicated to promoting the arts, creativity, and innovation as forces for advancing culture, the economy, and society. The goal of the proposed BFA in Game Design is to make the college more effective in driving the evolution of art and design to these ends. The mission of the Game Design BFA is therefore to create a world class program that can prepare students to work in this field; to create new pedagogical and academic structures to support interdisciplinary practices; to connect back to the rich and vibrant community of Baltimore; and to prepare students to create work that challenges the forms, application, and artistic limits of games and play. To this end this proposal directly relates to MICA's long range strategic plan ("2020 Plan for MICA," *Maryland Institute College of Art*, October 2010) by providing "Enhanced and Expanded Educational Programs -- MICA will expand and enhance the scope and content of its educational programs to reflect the breadth and complexity of career paths in art, design, art education, and other creative industries." ("2020 Plan," Section 1, Item E) The BFA in Game Design will also allow the College to "continue to explore and develop structures and resources for building upon the commitment to community engagement" in the Baltimore City region" (Section 1, Item E, 1b). MICA's BFA in Game Design will work closely with the Baltimore community and the area's rich gaming history to "Build more and stronger partnerships with organizations, companies, and colleges within and beyond Baltimore to host internships, partner on projects, advice on professional development, and/or provide services and/or resources." (Section 1, Item E, 1c). This program supports the central goal of MICA's 20/20 Strategic Plan: adapting visual art and design education to the sweeping changes of the 21st century in order to maintain the school's position of leadership in the world.

## **B. Adequacy of curriculum design and delivery to related learning outcomes**

### **1. Program Requirements**

The BFA in Game Design is based on 120 credit hours. Students will take 11 courses (36 Units) in "Core Design" which will give students a common body of knowledge focusing on the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technologies; 13 courses (39 units) will be taken in "Supportive Courses in Art and Design" which focus on the basic elements of visual thinking and design. The "General Studies" requirement (10 courses, 30 units) will include areas such as writing, cultural studies, history of technology, communication theory, psychology, human factors, computer science and entrepreneurship. The primary mission of the program is to introduce students to the growing field of game design and to provide them with the necessary skills by balancing the key core classes with a supportive liberal arts curriculum.

### **2. Learning Outcomes and Educational Objectives**

Graduating students will have a portfolio which demonstrates their ability to design engaging interactive systems, work on complex projects in teams, create socially conscious and critical content and have a high level of digital craft.

The program's learning outcomes are grouped into five categories:

**Skills: Technical/ Art-Making / Design** – Learn how to create games with a variety of tools and apply coding to creative works; Engage in iterative design approaches to creating games; Successfully test prototypes with different audiences; Demonstrate an understanding of key concepts of game design; Understand how to research, build, and test a game based upon their own creative interests; Develop an understanding of technology and how to select the right technology for specific projects; Understand how different physical and virtual interfaces influence a player's experience; Understand how feedback influences a player's experience; Develop the ability to integrate technology into one's creative practice in ways that are experimental and demonstrates risk taking; Demonstrate the ability to educate themselves to new and emerging technologies; Learn to synthesis multiple media into a cohesive experience.

**Understanding Historical Context / Modern Practices** - Understand the history of game design and significant works within the medium; Understand the history of games and play and their role in shaping modern culture; Analyze contemporary games and understand both the tools and processes used in their creation; Have familiarity with significant and critical uses of game design outside of the entertainment field.

**Developing Critical and Conceptual Skills** - Students will be able to analyze complex interactive systems and understand their mechanics; Students will be able to analyze and engage in informed discussions of play's role in shaping culture; Learn how to solve problems both using visual and auditory feedback; Ability to critique their own work and their peers in a manner that is constructive, precise and collegial; Understand how to research and develop their own concepts and create multiple iterations of potential projects; Ability to find their own creative voice and interests within the field of Game Design; Students will learn to investigate and choose the appropriate technology for a project; Students will be able to debug/troubleshoot their own work and that of their peers; Students will develop the ability to learn from a wide array of secondary materials ( online tutorials, books, forums) so as to teach themselves additional skills needed to complete their projects; Students will demonstrate confidence and competence in their ability to apply critical and creative thinking strategies in solving teacher directed or self-directed projects; Demonstrate that they have the knowledge to aggregate information and be flexible to respond to a constantly changing field; Demonstrate the ability to be self-critical in ideation, research, and development.

**Collaboration** - Understand how to work and communicate effectively on group projects; Understand how to develop and refine concepts with group members; Develop the ability to work with other group member's skill sets on projects; Understand the importance of time management/scheduling in working with groups; Gain experience working with an online version system for collaborating, backing up, and sharing; Understand how to write code that follows modern conventions (commenting, naming conventions, etc.) to allow sharing and debugging; Gain the ability to work on projects remotely using collaborative software platforms; Demonstrate the ability to foster cooperation; listen empathically, and find common ground with both group project members and their users; Demonstrate the ability to take leadership roles when appropriate.

**Professional Development** - Learn how documenting their work online can lead to other work, opportunities and professional experience in their chosen fields; Students will gain skills in communicating and presenting their ideas from concept to finished form; Learn to prepare and plan an exhibition of one's work; Create a professional portfolio of the student's work at MICA; Thoughtfully document interactive works using appropriate, medium-specific methods; Understand the wide array of potential jobs/opportunities within the field of Game Design; Gain better problem-solving skills; Demonstrate the ability to effectively plan time and material resources to meet deadlines; Demonstrate self-reliance and resourcefulness in their approach to problem solving; Demonstrate the ability to write personal proposals, philosophies, and project statements that communicate effectively.

### 3. Program Outline – Courses and Distribution

**Appendix 1** – Full course list by title and description

**Appendix 2** - "Degree Plan -2016-2017" for entering students

Course Distribution	Core Design	Supportive Courses in Art and Design	General Studies	Art & Design History	Totals
Credits*	36	39	30	15	120
Percentage**	30%	32.5%	25%	12.5%	100%

\* 1 Unit is equivalent to 1 Semester Hour of Credit

\*\* Based on 120 Semester Hours of Credit

#### CORE DESIGN: 11 COURSES, 36 UNITS, 32.5% OF THE PROGRAM

Number	Course	Units
IA 200	Game/Play: Introduction to Design and Theory	3
IA 210	2D Game Design: Introduction to Game Programming	3
IA 220	Level and Narrative Design	3
IA 230	2D Game Studio: Advanced 2D Programming, Development, and Design	3
IA 300	Game Collab Studio I	3
IA 310	3D Game Design: Introduction to 3D Programming and Workflows	3
IA 320	3D Worlds and Level Design	3
IA 330	3D Game Studio: Advanced 3D Programming, Development, and Design	6
IA 300	Game Collab Studio II	3
IA 410	Senior Project Studio: Team or Self-Directed Project Development.	3
IA 420	Senior Project Studio II: Professional Development and Project Refinement.	3
<b>TOTAL CREDIT UNITS - CORE DESIGN</b>		<b>36</b>

**SUPPORTIVE COURSES IN ART AND DESIGN: 13 COURSES, 39 UNITS, 32.5% OF THE PROGRAM**

Number	Course	Units
FF 100	Elements of Visual Thinking I	3
FF 198	Drawing I	3
FF 210	Electronic Media and Culture	3
FF 150	Painting I	3
FF 102	Elements of Visual Thinking II	3
FF 199	Drawing II	3
FF 101	Sculptural Forms	3
	Foundation Elective	3
	Game Design Studio Sophomore Elective I	3
	Game Design Studio Sophomore Elective II	3
	Game Design Studio Junior Elective I	3
	Game Design Studio Junior Elective II	3
	Game Design Studio Senior Elective	3
<b>TOTAL CREDIT UNITS - SUPPORTIVE COURSES</b>		<b>39</b>

**GENERAL STUDIES: 10 COURSES, 30 UNITS, 25% OF THE PROGRAM**

Number	Course	Units
LA 101	Critical Inquiry (Foundation Requirement)	3
	Games and Culture	3
	Intellectual History I (Distribution Requirement)	3
	Intellectual History II (Distribution Requirement)	3
	Humanistic Studies Elective ( <i>*Introduction to Psychology</i> )	3
	Humanistic Studies Elective 300-Level or Above ( <i>*Social Psychology</i> )	3
NSCI	Science/Math – Elective	3
	Humanistic Studies Elective - Literature	3
	Theory Elective	3
	Entrepreneurship & Business Elective (Offered outside of Humanistic Studies)	3
<b>TOTAL CREDIT UNITS - GENERAL STUDIES</b>		<b>30</b>

\* These are suggested courses currently under discussion and development with Humanistic Studies.

**ART & DESIGN HISTORY: 5 COURSES, 12 UNITS, 10% OF THE PROGRAM**

Number	Course	Units
AH 100	Art Matters	3
AH 201	Modernism and After	3
	History of Games and Play	3
	Art History Electives (2)	6
<b>TOTAL CREDIT UNITS - ART &amp; DESIGN HISTORY</b>		<b>15</b>

**C. Critical and compelling regional or Statewide need as identified in the State Plan:****1. Demand and Need for Program that supports Economic Development in the region and State**

The BFA in Game Design advances the education and the knowledge of game development to prepare a local workforce that will contribute to, and participate in, the game industry, an important aspect of the economic development in the State of Maryland

**2. Perceived Need is Consistent with the Maryland Ready 2013-17 Maryland State Plan**

The BFA in Game Design addresses the State's perceived need for postsecondary education that enhances the quality and effectiveness of its offerings, provides service to and advances diversity in the field, and contributes to workforce development and economic growth in Maryland, as addressed in the Maryland Ready 2013-17 Maryland State Plan.

There is a tremendous need for students trained in Game Design, and while video game design provides one possible application, "games" are now being used for much more than entertainment. MICA's Game Design program is positioned to take advantage of a region with a wealth of gaming studios, educational institutions, medical centers, nonprofit organizations, and government agencies, giving the game design program access to a multitude of partners for collaborative classroom projects. As a fine arts/design school, MICA is uniquely situated to create a world-class program which explores the diverse application of game design and theory. Students will receive a solid liberal arts education with a multi-faced approach to creativity as it relates to game application and development. The program is expected to serve students with some digital experience as well as those students completely new to programming and design. Ideally, students to be recruited are those who have some experience with digital tools (Photoshop, Illustrator, Animation, and Programming) and have worked on team projects. A focus on Art & Tech high schools as well as continued outreach to local community college programs will be an important part of recruiting for the new program. The introduction of a BFA in Game Design will extend MICA's current curricular spectrum, and enrich the exchange between art and design programs at the College. Furthermore, it will continue to ensure that the programs MICA offers are contemporary and meet existing student demand.

The BFA in Game Design supports Maryland's goal to enhance its array of post-secondary education offerings and to ensure excellence and high quality programs. MICA has an established track record of high-caliber undergraduate education in design and art and is recognized both nationally and internationally. MICA strives to meet goals of excellence in the delivery of its programs and has the systems and structures in place to support the achievement of these goals. MICA has recruited and supported high caliber faculty for this program, and the students in this program will be able to build strong and on-going relationships with the faculty who serve as mentors on the projects and theses. The collaborative nature of the lab work between faculty and students will also greatly enhance the effectiveness of this degree, and will allow for a high level of collaborative work outside of traditional class structures.

The BFA in Game Design supports the advancement of diversity and inclusion in its community and is committed to hiring and attracting faculty from underrepresented backgrounds to increase and sustain cultural competence in the teaching and learning in the program. MICA's recruitment strategies actively seek students from Maryland, Baltimore and beyond who will add diverse insights and experiences to the program and the game industry.

This program will contribute to the economic growth and vitality of the State by providing new knowledge, skills and abilities to contribute to, and advance, the workforce in game design.

**D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

The Game Arts concentration at MICA was launched five years ago, as the foundation for a full BFA degree plan. Since that time, the concentration and student interest have grown significantly, faculty expertise has been further developed, and the courses and program have been refined. The concentration currently has a robust enrollment of 30 students, and we expect many of these students to choose to major in Game Design in future years. We also know from our admissions staff that every year there have been a number of prospective students who have expressed an interest in Game Design but who eventually have gone elsewhere because MICA did not have game design programs.

Game Design is a vital and growing field, with high demand in the Baltimore region. The field offers ample job opportunities across multiple industries with strong salary potential, both immediately and over a career. There is significant potential for developing partnerships with the local game industry, Johns Hopkins University, and many other partners. MICA already has a strong alumni network working in these disciplines, with many serving as leaders in the field. Baltimore provides alumni with an ideal base to launch successful startups, such as Brinkbit, an HTML5 game platform, and Friends of the Web, a web and mobile app design firm.

The game industry has grown larger than both the film and music industries and is expected to reach over 100 billion dollars in revenue by 2017. Concurrently there has been increasing academic and artistic attention paid to study of games and play. Along with significant serious study of the cultural, pedagogical, and ethical implications of games, designers and artists are attempting to use the power of games and play to address social, civic, and health issues once thought outside the domain of games. Simulation tools for medicine and military applications, game design to promote health and wellbeing, and games designed to enhance educational approaches at all levels are just some of the new applications emerging in the field.

According to the Bureau of Labor Statistics, the job outlook for "Multimedia Artists and Animators" shows a 6% growth rate from 2014-2024 with a median salary of \$63,970 a year, while "Software Developers" can expect 17% growth and a median salary of over \$100,000 a year.

**E. Reasonableness of program duplication:**

We are not aware of comparable academic programs in Game Design in our geographic region. There are a few institutions in the state of Maryland which offer Game Design degrees but there is no duplication with the proposed BFA in Game Design by MICA. Several community colleges (Montgomery College, Frederick Community College) offer an Associate degree in "Gaming and Simulation Development." The University of Maryland, Baltimore County (UMBC) offers undergraduate concentrations in "Animation and Interactive Media" and through the Computer Science program a concentration on "Game Development." The University of Baltimore offers a Bachelor of Science in "Simulation and Digital Entertainment" which is structured through courses in the Computer Science Department. The MICA BFA in Game Design is unique and emerges organically from MICA's key strengths of art and design.

**F. Relevance to Historically Black Institutions (HBIS)**

MICA's BFA in Game Design will have no impact on the implementation or maintenance of high demand programs at Historically Black Institutions (HBIs). The curriculum for the BFA in Game Design is unique in the state and focused in MICA's traditional strengths and identity in the areas of art, design, and creativity.

**G. If proposing a distance education program, please provide evidence of the**

Not Applicable. The BFA in Game Design is not a distance education program.

**H. Adequacy of faculty resources**

The BFA in Game Design will be housed in the Interactive Arts Department at MICA. Currently the program has two full-time faculty members. A third full-time faculty member will be hired within a few years of the program being launched depending on enrollments. The timeline will be determined by the growth of the program. The program will also draw on faculty in other programs at MICA including Animation, Illustration, Film and Video, and the undergraduate and graduate programs in Graphic Design. The department is actively recruiting more part-time field specialists to contend with the expected growth of the program.



The core faculty for the BFA in Game Design include:

**James Rouvelle:** Full Time Faculty, hired 2004 – Department Chair: Interactive Arts

MFA Milton Avery School of the Arts, Bard College

BA Skidmore College

*Current areas of teaching:* Interactive Arts, Physical Computing

**Jason Corace:** Full Time Faculty, hired 2009- Game Lab Director and coordinator for the game design curriculum

MFA Parsons School of Design

BA Evergreen State College

*Current areas of teaching:* Game Theory, Design & Programming, Interactive Art

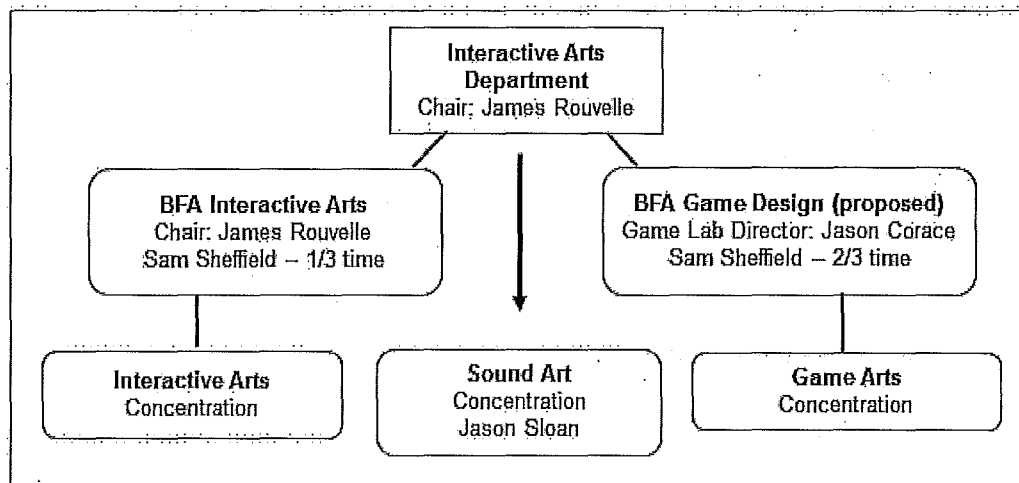
**Sam Sheffield:** Full Time Faculty, hired 2015-2/3 time Game Design

Masters of Art in Digital Art, Maryland Institute College of Art

Bachelors of Fine Art, Virginia Commonwealth University

*Current areas of teaching:* Game Theory, Design & Programming, Interactive Art, Physical Computing

#### MICA Organizational Chart – BFA Game Design



For the program to be successful additional staffing will be needed beyond traditional faculty. This is both to handle the program's technical needs and to address the diverse and changing nature of the field. The additional positions include:

#### Game Lab Director – Jason Corace

The lab director will be a full-time faculty member who is also responsible for the oversight of the BFA in Game Design along with the MICA Game Lab. The lab director will teach a 2/2 course load and receive a stipend for the additional responsibilities. The responsibilities will include:

- Managing the BFA program and linkages with other departments.
- Hiring program faculty.
- Developing outside partners on Collab courses and funded lab projects.
- Working with MICA faculty to develop Open elective courses.
- Overseeing and helping develop funded lab projects.
- Overseeing the Designer in Residence program.
- Overseeing student lab member's projects.
- Promoting the BFA program/ lab with events, workshops and public outreach.

#### Designer in Residence – To be identified

The program will be staffed by a small number of full time faculty but will also have a designer in residence program to bring outside game artists, designers and academics into the program. The residency would be for two semesters with the resident teaching 2 classes a semester and developing a project along with the Game Lab during their residency. The designer in Residence would be hired as a special contract for the year.

**Lab Manager – To be identified**

This full time position will be a hybrid of an administrative assistant, lab technician and project member for research projects. Ideally the hire would also be qualified to teach part time in the program.

**I. Adequacy of library resources**

MICA is home to one of the country's best art and design libraries. With over 110,000 volumes, 130,000 e-books, nearly 18,000 bound and unbound periodicals, over 300 current serial subscriptions, over 40,000 digital images, and over 6,000 DVD titles the library exceeds the standards set by NASAD (National Association of Schools of Art and Design). The Decker Library is located in the Bunting Center.

Decker Library serves as the campus library for MICA and supports its educational mission. The main focus of the library collection is in visual art and design, while maintaining a broad, balanced collection in the humanities. The Library spends fifty to sixty percent of the book budget acquiring monographs on the visual arts and the remainder on building a strong general collection. Approximately 3,500 volume titles are added to the collection each year. The library also subscribes to ARTstor, Films on Demand, and Alexander Street Press Art and Architecture in Video. Training and instruction is provided for members of the MICA community using our image resources. The digital image collection is available to MICA students, faculty and staff via the library catalog. A screening room is available to MICA community members. The screening room contains a Blu-Ray player (DVD compatible), flat screen TV, and moveable chairs and tables. Film and video materials on reserve can be viewed here.

Decker Library has thirteen full time staff members, 1 part-time circulation assistant and one academic year media coordinator, as well as 5 professional librarians, to assist students, staff and faculty members.

The Director of Decker Library, Heather Slania, holds professional expertise in the documentation and archiving of electronic games and web based media.

Library staff members participate in meetings and conferences representing MICA in various organizations including the Art Libraries Society of North America, ARLIS/DC- MD-VA, the Association of Independent Colleges of Art and Design, Baltimore Art Research Online Consortium, Congress of Academic Library Directors, Baltimore Academic Libraries Consortium, Maryland Independent College and University Association, and various other organizations.

**Area libraries**

MICA's location in Baltimore also provides students with three additional outstanding art library collections found within one and a half miles. The Milton S. Eisenhower Library at Johns Hopkins University is open to all students and faculty. The Baltimore Museum of Art and The Walters Art Gallery have libraries that can be used on appointment by MICA students. The main library of the Enoch Pratt Free Library, which serves as the state library for Maryland, is within walking distance of the College. Students are eligible to apply for a card that can be used at any Enoch Pratt branch. The Library also provides access to a broader collection through memberships in the Baltimore Academic Libraries Consortium, which permits direct reciprocal borrowing among most four-year colleges in the Baltimore metropolitan area.

**J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)**

Beginning in the fall of 2017, the combined Interactive Arts / Game Design department will be located on one floor of the new state-of-the-art Development and Design Building. The new building, which is still under construction, will be shared with the new BFA in Product Design (Proposal stage) and Architectural Design. The departmental facilities will be staffed using a lab model, and will include a multi departmental fabrication space, two classrooms, a large shared faculty office, ample storage space, a gallery space, and two small project rooms. In addition, shared office and social space will be available on a separate floor of the building. The proposed space will be around 4000 square feet giving the program ample room to grow, and is expected to open in August 2017. Additional equipment will also need to be procured including, dedicated 3D rendering machines, Virtual Reality and Augmented Reality Hardware, Display Monitors, Projectors, additions to the Game Library, and additional research materials requested by the Library to support the program.

**K. Adequacy of financial resources with documentation**

<b>TABLE 1: RESOURCES:</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	2,038,140	2,812,620	3,638,775	4,017,280	4,157,840
a. Number of F/T Students	45	60	75	80	80
b. Annual Tuition/Fee Rate	45,292	46,877	48,517	50,216	51,973
c. Total F/T Revenue (a x b)	2,038,140	2,812,620	3,638,775	4,017,280	4,157,840
d. Number of P/T Students	-	-	-	-	-
e. Credit Hour Rate	-	-	-	-	-
f. Annual Credit Hour Rate	-	-	-	-	-
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	2,038,140	2,812,620	3,638,775	4,017,280	4,157,840

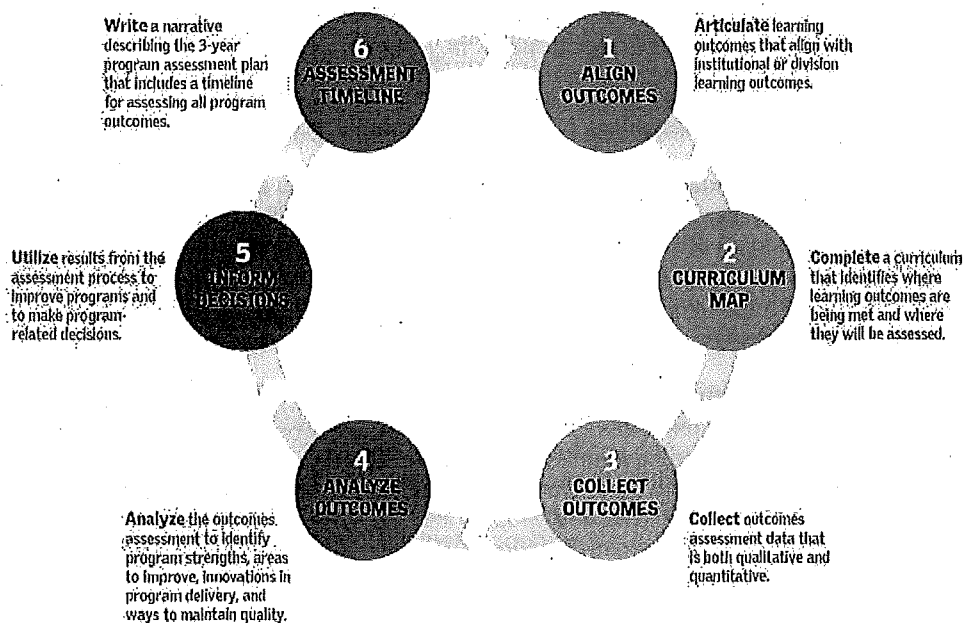
**TABLE 2: EXPENDITURES:**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	287,240	299,713	312,641	321,626	326,468
a. # FTE	3	3	3	3	3
b. Total Salary	226,200	236,909	248,021	255,134	258,974
c. Total Benefits	61,040	62,804	64,620	66,492	67,494
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Support Staff (b + c below)	60,769	61,680	62,605	63,544	64,497
a. # FTE	1	1	1	1	1
b. Total Salary	47,476	48,188	48,911	49,644	50,389
c. Total Benefits	13,293	13,492	13,694	13,900	14,109
4. Equipment	20,000	20,000	20,000	20,000	20,000
5. Library	15,000	13,500	9,500	10,000	10,000
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses*	13,900	18,550	18,828	19,110	19,397
TOTAL (Add 1 – 7)	396,909	413,443	423,574	434,280	440,362

\*Other Expenses include Instructional Supplies, Office Supplies, Printer Supplies, Travel/Training, Bus Rental/Field Trips, Catering, Postage and Shipping, Program Development, Visiting Artists & Honoraria

## L. Adequacy of provisions for evaluation of program

The BFA in Game Design follows MICA's institutional plan for the assessment of student learning. It is an integrated, inclusive, and sustainable process of continued renewal which brings together those most closely involved in student learning and success in the program. Faculty and staff in the program organize and implement the assessment of student learning as a way to guide programmatic change and enhance student engagement and achievement. Although institutionally organized, MICA's assessment plan supports a context-informed, collaborative process that contributes to the development of a culture of assessment and a commitment to ongoing improvement. MICA's process for the programmatic assessment of student learning is focused on direct assessment using student work and artifacts. Program assessment also incorporates local surveys and focus groups related to courses and programmatic outcomes to support and inform results from the direct assessment.



### Opportunities for the ongoing Evaluation of Program Goals/Objectives

The BFA in Product Design will be assessed on a regular basis, as part of MICA's cyclical program review process. The program will use faculty reviews, course evaluations, student surveys, and informal conversations to collect regular feedback and inform an evaluation of the program. Faculty and students will have frequent opportunities to formally and informally review its implementation and make appropriate changes. Evaluation of part-time faculty and their teaching effectiveness follows a college-wide process and procedure developed as part of the collective bargaining agreement with SEIU, the union representing the adjunct faculty at MICA. The Program Director will also review course evaluations and uses outcomes from these evaluations to guide a reflective conversation among the faculty each semester. The Director has regular individual meetings with the students. These conversations provide insight into the ways courses, studio work, workshops, equipment access or other activities support student success and their goals for study in the program. Group meetings with faculty and students address programming, course content, the structure and ambience of the program, and also provide a regular feedback loop for the ways MICA can support students' educational and professional experience and the development of the community.

**M. Consistency with the State's minority student achievement**

For the new BFA in Game Design program, recruitment of diverse students is a priority. In an effort to attract qualified applicants who represent diverse experiences, cultures, ethnicities, and socio-economic backgrounds, the College seeks to increase admissions outreach. Recruitment for the new BFA targets the local urban and regional areas, and applications that represent cultural, racial, ethnic diversity receive focused support and attention as part of the admission process. In addition, recruitment events and activities engage current students who represent various racial, ethnic, cultural, religious, and economic backgrounds in an effort to mentor culturally diverse students and under-served populations through the application process.

MICA's **Office of Diversity and Intercultural Development** creates a welcoming environment, with a specific focus on the academic, social, and cultural needs of students pertaining to issues of culture, class, race, gender, sexuality, identity, religion and more. Its mission is to create a truly multi-cultural environment promoting cross-cultural sharing and learning and the Office serves as a safe space for students to obtain information, engage in dialogue, and acquire resources and support essential to their success at MICA. This philosophy is based on fostering recognition, inclusion, and respect for the voices of all students. Students from different backgrounds may participate in a variety of programming to learn more about each other and the global community. The Office supports the role of diversity in fostering a stimulating learning environment and serving as a bridge to new artistic endeavors and has oversight in student complaints and issues where forms of discrimination and other issues/practices impede the mental, social and educational lives of students.

MICA maintains the **Center for Race and Culture (CRC)** which serves as an interactive center focused on the dynamics of race, culture and its relationship to visual art traditions and practice that will prepare students for leadership roles in the regional, national and international art world. The CRC will be a site where scholars, students, artists, critics, musicians, actors and historians can research or create events, exhibitions, projects or performances that focus on the aesthetic dynamics of race and culture with the intent to break down racial barriers and build bridges of cultural understanding and meaningful and productive relationships.

MICA's **Cultural Expansion Committee** is committed to fostering a culturally diverse, creative and inclusive environment for the entire MICA community. The committee aspires to achieve this goal by facilitating projects grounded in a provocative, comprehensive and nurturing academic structure. The CEC works in tandem with the Office of Diversity and Intercultural Development in support of both curricular and extracurricular programs and projects that encourage and support the inclusion of new ideas, perspectives and peoples into the canon of the college. In this pursuit, the CEC actively works to overcome artificial impediments to cross-departmental cooperation and the creative, coordinated investment of institutional resources and energy.

**N. Relationship to low productivity programs identified by the Commission:**

Not Applicable. MICA will not be redistributing resources from any low-productivity program in support of this new degree program

## **Appendix 1: Game Design Course Listings and Descriptions**

### **IAGD 225 | Game/Play**

*3 credits*

This is an introductory course about game culture, theory, design and development. Students will play, make and analyze games in order to build a common and more extensive vocabulary to discuss and understand the form. Principles from traditional board games, sports games, and party games will be analyzed and this analysis will then be applied to designing two tabletop games over the course of the semester.

### **IAGD 210 | 2D Game Design**

*3 credits*

*Prerequisite: IAGD 200*

This class will teach the techniques of creating video games from the ground up. Students will learn to program, design, prototype and test their own projects and also work in groups. In addition to creating one's own unique games, students will learn video game history, theory, and production, including current trends in digital games and gaming.

### **IAGD 220 | Level and Narrative Design**

*3 credits*

*Prerequisite: IAGD 210*

This course is an introduction to level design and narrative strategies for digital games. Using the skills learned in 2D Game Design, students learn how to analyze, design, build and test compelling levels and game narratives in 2D environments.

### **IAGD 230 | 2D Game Studio**

*6 credits*

*Prerequisite: IAGD 210*

In this 6 credit studio course, students will build on game design and programming skills developed in 2D Game Design. Topics covered will include mechanic design, scripted behavior and A.I., procedural content generation, and mobile deployment. Throughout the semester, students will produce small, personally-directed games both collaboratively and individually. Studio work will be supplemented by readings and discussions further exploring contemporary cultural issues surrounding digital games.

### **IAGD 300 | Game Collab Studio**

*3 credits*

Game Collab Studio is a project course done in conjunction with an outside institution that explores the use of games and play for specific applications. In the course students learn how to work on teams, research, design and test applications, project manage and work with real world design constraints. Subject matter for the course depends on the partnered institution but the course is intended to address: games for education, social change, health, as well as experimental game research.

### **IAGD 310 | 3D Game Design**

*3 credits*

*Prerequisite: IAGD 230*

This class builds upon the student's technical and design skills in 2D games and makes the jump into 3D. Students will learn how to program, design and build games in 3D environments with a focus on understanding 3D workflows and tools. Students will create their own games as well as work on group projects while learning how to analyze and critique 3D game systems.

### **IAGD 320 | Designing 3D Levels and Words**

*3 credits*

*Prerequisite: IAGD 310*

Students in this course will learn how to hone their skills in creating 3D game environments and levels. Working with level editors as well as student made assets, topics covered will include setting player goals, planning player paths, assets optimization, procedurally generated levels and quest design.

### **IAGD 330 | 3D Game Studio**

*6 credits*

*Prerequisite: IAGD 210*

In this course students will create small 3D games in groups while furthering their understanding of 3D game design, research and prototyping. The course will emphasize project management skills so that groups can successfully plan and execute their designs. Studio work will be supplemented by readings and discussions further exploring contemporary cultural issues surrounding digital games.

#### **IAGD 400 | Senior Project Studio**

*6 credits*

*Prerequisite: IAGD 330*

Working in teams, students will spend the semester creating a game prototype that they will refine and polish during the spring semester. The goal of this course is for students to demonstrate their ability to research, design and test a game which shows their own personal voice as well as an understanding of the field of game design.

#### **IAGD 410 | Senior Project Studio II**

*3 credits*

*Prerequisite: IAGD 400*

In this course students will be refining their game prototypes into finished games and creating documentation to submit for festivals, grants, distributions, and exhibition. The course will also cover many aspects of professional development for game designers, including portfolios, web presence, funding, and entrepreneurship.

<b>Course Descriptions. Program Studio Electives</b>
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#### **IAGD 221 | Installation Games**

*3 credits*

*Prerequisite: IAGD 210*

This course will further the student's skills in game design and programming with a focus on new emergent forms of gaming and their use in interactive installations. Students will work on three small installations over the course of the semester, creating custom interfaces and using new game technology to create engaging environments.

#### **IAGD 222 | Tabletop Game Studio**

*3 credits*

*Prerequisite: IAGD 210*

Tabletop games have never been more popular and there has been a renaissance in their designs over the last 20 years. In this course, students will further their understanding of tabletop game design begun in *Game/Play* by researching and designing a publishable tabletop game over the course of the semester. Students will develop their design research, prototyping, play-testing and visual design skills, as well as learn more about the tabletop games industry from guest speakers and lectures.

#### **IAGD 223 | MICA Gamelab: Open Electives**

*3 credits*

The Open Elective course designation allows faculty outside the program to propose courses that relate to games and play. These courses will be organized and coordinated by the MICA Gamelab and will allow for a shifting curriculum that takes advantage of MICA's interdisciplinary nature and the evolving nature of the field.

#### **IAGD 321 | Virtual and Augmented Reality Games**

*3 credits*

*Prerequisite: IAGD 310*

New emergent technologies such as virtual and augmented reality are changing the way people play games, learn, and have interactive experiences. During this course, students will learn how to design and prototype using commercially available VR/AR development kits to create compelling games which blur the line between real and virtual space. Students will also explore the history and contemporary cultural issues surrounding these new forms of games and interaction.

#### **IL 247 | Concept Art for Games**

*3 credits*



The origins and multiple applications of Concept Art, from its origins in Scenography, Production Design and Costume Design to its current forms in Video Games are investigated along with the confluence of the Visual Arts and the Performing or Movement Based Arts. Students learn the basics of this practice through assignments that involve a variety of stylistic approaches.

### **IL 228 | Character Design for Games**

*3 credits*

Students will delve into a universe where character is king, and where good character design is taught through an emphasis on idea, shape, structure, and fun factor. The goal is to create characters that captivate the eye, provoke the mind, and pull the viewer into their world. Students will learn how to breathe life into their characters through drawing from the model, studying the anatomy, and observing movement. These ideals will be reinforced by activating the characters through inspiring in video games.

### **AN 202 | 2D Game Animation**

*3 credits*

This introduction to the art of 2D game animation familiarizes students with the principles of animation and teaches them to create strong believable animations by developing a sense of observation, timing, and motion. Students will learn to create character, environment and interface animations and the work-flows needed to place these into game engines.

### **AN 203 | Intro to 3D Game Animation**

*3 credits*

This introductory level course initiates students to the enormous creative capabilities of the 3DStudio Max program and its use for creating models for 3D Games. From a basic understanding of the program's operation, students learn to visualize, plan, and model in three-dimensional space as well as explore its animation capabilities.

### **GD 315 | Graphic Design for Games**

*3 credits*

This class examines classic and contemporary games through the perspective of graphic design. Students play, analyze and discuss the visual structure of games (board games, competitive sports, video games, party games, etc) and then visually re-design existing game models to create alternate narratives and new experiences for players. Specific attention will be given to the tools and methodologies associated with designing modular systems based on type and image.

### **GD 345 | Interface Design**

*3 credits*

This course explores the visual aspects and structural flow of interface design. Students will prototype screen-based experiences that humanize computer interaction, empathetic to the needs of the end user. Interfaces ultimately shape the experiences of users as they interact with products to achieve their goals and objectives. Students will mediate relationships between people and products, environments, and services across a variety of contexts.

<b>Course Descriptions. Required Liberal Arts Courses</b>
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### **TBD | History of Games and Play**

*3 credits*

Games and play are central to the human experience and their history both reflects and illuminates the times and cultures from which they originated. In this course students will look at the history of games through readings, lectures, and active game play.

### **TBD | Games and Culture**

*3 credits*

This course looks at games, their relationship to modern culture and the ethical, cultural and social questions they raise. Students will look at games through a series of readings, lectures, films, and by playing in order to better understand the form and its impact.

### **TBD | Introduction to Psychology**

*3 credits*

This course introduces the science of Psychology, exploring the richness of human functions, uncovering the brain's secrets, revealing its complexities. Studies from the biological, perceptual, psychodynamic, cognitive, behavioral, and social approaches are presented.

**TBD | Social Psychology**

*3 credits*

This course is an introduction to the field of Social Psychology and an overview of individual differences in personality. Topics include: the self, attributions, social cognition, interpersonal attraction, relationships, helping, social influence, traits, and motive dispositions.

**NSCI 260 | Logic**

*3 credits*

Logic concerns the forms and criteria of correct reasoning. This course begins with an introduction to informal fallacies and critical thinking, and proceeds toward the beginning of sentential and predicate logic. By its end, students will think more clearly, read more critically, and argue more effectively.

**Appendix 2: Degree Plan – 2016-2017 – For Entering Students**

**Foundation Requirements: All Students Must Complete the Following Requirements:**

Course Code	Course	Units
FF 198	Drawing I	3
FF 199	Drawing II	3
FF 101	Sculptural Forms	3
FF 100	Elements of Visual Thinking I	3
FF 102	Elements of Visual Thinking II	3
FF 150	Painting	3
FF210	Electronic Media and Culture	3
	Foundation Elective	3
	<b>Total Credits for the Foundation Requirements</b>	<b>24</b>

**Humanistic Studies and Art History Requirements: All Students Must Complete the Following Requirements:**

Course Code	Course	Units
AH 100	Art Matters	3
AH 201	Modernism and After	3
	History of Games and Play	3
	Art History Electives	6
LA 101	Critical Inquiry (Foundation Requirement)	3
	Games and Culture	3
	Intellectual History I	3
	Intellectual History II	3
	Humanistic Studies Elective ( <i>*Introduction to Psychology</i> )	3
	Humanistic Studies Elective 300-Level or Above ( <i>*Social Psychology</i> )	3
NSCI	Science/Math Elective	3
	Humanistic Studies Elective - Literature	3
	Theory Elective	3
	<b>Total Credits for the Humanistic Studies and Art History Requirements</b>	<b>42</b>

\* These are suggested courses currently under discussion and development with Humanistic Studies.

**Requirements for the Major in Game Design:**

Course Code	Course	Units
IAGD 200	Game/Play: Introduction to Design and Theory	3
IAGD 210	2D Game Design: Introduction to Game Programming	3
IAGD 220	Level and Narrative Design	3
IAGD 230	2D Game Studio: Advanced 2D Programming, Development, and Design	3
IAGD 300	Game Collab Studio I	3
IAGD 310	3D Game Design: Introduction to 3D Programming and Workflows	3
IAGD 320	3D Worlds and Level Design	3
IAGD 330	3D Game Studio: Advanced 3D Programming, Development, and Design	6
IAGD 300	Game Collab Studio II	3
IAGD 410	Senior Project Studio: Team or Self-Directed Project Development	3
IAGD 420	Senior Project Studio II: Professional Development and Project Refinement	3
	Two Game Design Electives	6
	Any Studio Electives	9
	Entrepreneurship/ Business Elective	3
	<b>Total Credits for the Major Requirements</b>	<b>54</b>

**Elective Menu and Proposed Areas of Focus:**

Course Code	Course	Units
IAGD 221	Installation Games	3
IAGD 222	Tabletop Game Studio	3
IAGD 223	MICA Gamelab: Open Electives	3
IAGD 321	Virtual and Augmented Reality Games	3
IL 247	Concept Art for Games	3
IL 228	Character Design for Games	3
AN 202	2D Game Animation	3
AN 203	Intro to 3D Game Animation	3

GD 315	Graphic Design for Games	3
GD 345	Interface Design	3

