Proposal
for an
Associate in Applied Science Degree
in
Game Design

Proposal Approved by
Hostos Community College Curriculum Committee: March 08, 2011
Hostos Community Senate: March 17, 2011
This program is dedicated to the memory of Professor Magda Vassilov. Through this program her vision, energy and dedication to the students at Hostos Community College will live forever.
Office of Higher Education
Office of College and University Evaluation

Proposal Cover Page

Use this application for any new program below the doctoral level that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. Any institution considering a new doctoral program should contact the Office of College and University Evaluation at (518) 474-1551 for the application, "Steps in the Review of Doctoral Program Proposals". Public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of this document and submit the proposal to the Central Administration of SUNY/CUNY.

If the program will lead to certification as a classroom teacher, use the Application Form for Registration of a Teacher Education Program instead of this document, available at www.highered.nysed.gov/ocue/tetappl.htm. If an already registered program will be offered in a distance education format use the application at http://web1.nysed.gov/ocue/distance/ and select “To Register a Distance Education Program.”

A. Name of institution: Eugenio María de Hostos Community College/CUNY

Specify campus where program will be offered, if other than the main campus:

B. CEO or designee: Dr. Carmen Coballes-Vega
Name and title: Provost and Vice President for Academic Affairs

Signature and date:

March 23, 2011

THE SIGNATURE OF THE INSTITUTIONAL REPRESENTATIVE INDICATES THE INSTITUTION'S COMMITMENT TO SUPPORT THE PROPOSED PROGRAM.

C. Contact person, if different
Name and title:

Telephone:
Fax:
E-mail:

D. Proposed program title

E. Proposed degree or other award: Associate in Applied Science (A.A.S.)

F. Proposed HEGIS code 5012

G. Total program credits: 60

H. If the program will be offered jointly with another institution, name and address of the institution/branch below:

IF THE OTHER INSTITUTION IS DEGREE-GRANTING, ATTACH A CONTRACT OR LETTER OF AGREEMENT SIGNED BY THAT INSTITUTION'S CEO. IF IT IS NON-DEGREE-GRANTING, REFER TO MEMORANDUM TO CHIEF EXECUTIVE OFFICERS NO. 94-04. CONTACT THIS OFFICE IF YOU WOULD LIKE TO RECEIVE A COPY.

*For CUNY, the Chancellor or designee; for SUNY, the Provost or designee. THE CEO/CHANCELLOR/PROVOST SHOULD INFORM THIS DEPARTMENT IN WRITING WHEN THERE IS A CHANGE IN THE DESIGNATED PERSON.
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Purpose and Goals

The proposed program in Game Design is intended to provide Eugenio María de Hostos Community College's student population with a course of study that will prepare them for careers in the entertainment software industry in titles such as: Concept/Storyboard Artist, Game Level Designer, Character Artist, Game Play Designer, Flash Developer, 3D Artist, Character Animator, Graphics/Special Effects Designer, Interface Designer, Texture Artist and Visual Effects Editor, Sound Designer, and Professional Tester. The proposed program will provide Hostos graduates, nearly all of whom are minority students traditionally underrepresented in technology fields, with additional career opportunities in the fast growing field of entertainment software publishing. In addition, the program is designed to allow expansion as technology advances or need arises.

Need

Several factors have driven this program's development. First, according to the Entertainment Software Association (ESA), the entertainment software industry's annual growth rate exceeded 17 percent from 2003 to 2006. Over the same period, the entire U.S. economy grew at a less than four percent rate. In addition, the Bureau of Labor Statistics includes aspects of the entertainment software industry in two broad categories (software publishing and arts, entertainment and recreation). Employment in both categories is expected to increase by more than 30 percent during the period 2006-2016. Second, while African American and Hispanic youth play games at the highest rate, the majority of video game characters are white, adult, males. Third, the Hispanic population nationwide is now estimated at 14.5% but the percentage of Hispanics in the 16th Congressional District (the South Bronx) is estimated at 65.3%. Furthermore, 40% of the residents of the Bronx are below the poverty level compared to 14% in New York State and 13% in the nation. Finally, Hostos has been undergoing a college-wide curricular revitalization and renewal to enable its students to more effectively compete in this increasingly technology-driven workforce and to provide them with the skills needed to increase minority representation in

industries currently under-served by minorities. This proposed program will provide students with the ability to express their creativity digitally and seek employment in the video game industry.

**Video Games in Daily Life**

The video game industry has changed significantly since the first computer games were released in the early 1970’s. Game programming has developed into an advanced artistic, dramatic and interactive form and the game audience has expanded with the evolution of video games. A growing number of people are using video games in a wider range of aspects of daily life: educators increasingly use video games to enhance teaching and learning; movies and video games borrow characters and story lines from each other; game designs are recognized for their entertainment value and for their artistry; aspiring musicians reach larger audiences through video games; health care professionals use computer and video games to promote physical fitness, treat their patients, and train personnel; nonprofit organizations and issue advocates use video games to promote awareness of global issues such as hunger, poverty, war, the effects of global warming, personal safety and privacy; and politics; and major corporations are using video games to advertise their products and to recruit and train personnel.

**Video Games and the Economy**

The entertainment software industry has had a more and more positive effect on the economy over the last decade. “In 2009 U.S. video game console software sales reached $8 billion (176.7 million units), computer games sales were $538.4 million (23.5 million units) and portable software sales were $1.9 billion (73.2 million units).”\(^5\) The video game industry also stimulates complementary product purchases of roughly $6.1 billion a year. Approximately $73 million in HDTV sales can be directly attributed to the Xbox 360 game console. The advent of substantial growth in the sales of personal media players has no doubt contributed to a rise in wireless video games giving a tremendous boost to the industry that is estimated to increase substantially. PricewaterhouseCoopers, an important source for analysis and forecasts in the entertainment and media industry, has recently issued a report suggesting “that the global growth in the online and

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wireless video game market will climb from $52.5 billion in 2009 to $86.8 billion in 2014, a compound growth rate of 10.6%.\(^6\)

The U.S. entertainment software industry also continues to function as a vital source of employment. Currently, computer and video game companies directly and indirectly employ more than 120,000 people in 34 states. The average salary for direct employees is $89,781 resulting in total national compensation of $2.9 billion.”\(^7\) New York State is among the top five states with the highest concentration of video game jobs (5,474),\(^8\) where the average salary for direct employees is $96,062.\(^9\) The industry added nearly $292 million to the state economy in 2009, and has “grown by an annual rate of approximately five percent since 2005, more than six times the growth of the state's overall economy.”\(^10\) Furthermore, a study commissioned by the ESA found that “75 percent of business and non-profits already offering video game-based training plan to expand their usage in the next three to five years.”\(^11\)

The Industry is so in need of skilled employees that initial reception from industry professionals for our enterprise has been extremely favorable. This is best illustrated by the reaction of Gavin Fraser. He is the CEO of Small Planet Digital\(^12\), a company focusing on custom game design and application development for mobile devices. The company works with such clients as Disney and General Motors. Fraser immediately saw the merit in such a program as ours and wrote that “I would consider these graduates for various position.” His full letter of support can be found on Page 53 of this proposal.

The Digital Divide

In educating our students in the digital programs here at Hostos, we have an assortment of complications, but few are more prevalent than the issue of student access to and experience with technology. This is a reflection of what has is often called the “Digital Divide,” a term that refers to the gap between those able to benefit from digital technology and those who are not. Though not all digital-divide experts agree to that precise wording, they do all agree with the notion that it refers, not merely to the matter of who has direct access to technology, but who is actually helped

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\(^12\) http://www.smallplant.com
by technology. Over the past decade, researchers conducted hundreds of surveys and have finally concluded that simply having access does not guarantee that the gap between the *haves* and *have nots* is narrowing.

The traditional understanding of the digital divide fails to capture the full picture of the divide, and its educational, social, cultural, and economic ramifications. A new understanding of the digital divide is needed, one that: recognizes that those groups most disenfranchised by the digital divide are the same groups historically disenfranchised by traditional curricular and pedagogical practices; and broadens the significance of "access" to include access to support and encouragement to pursue and value technology-related fields, educationally and professionally.

Research reveals that Hispanic and African-American Internet usage has improved, but levels are still lower than those of Whites. There is also a direct correlation between income, educational level and English language proficiency and Internet usage. “Hispanics with lower levels of education and English proficiency remain largely disconnected from the Internet.” In a study conducted by the U.S. Department of Commerce, 37.2% of Hispanics had access to the Internet as compared to 45.6% of African-Americans and 65.1% of whites. The study also considered age, educational attainment and family income. The higher a family's income, the more likely members are to have access; the higher a person's education level, the more likely (s)he is to go online. Overall, Hispanics and African-Americans lag behind whites economically and in educational attainment.

Video games provide another dimension of technology usage. Since games can be played on mobile devices, play consoles and can be downloaded from the Internet or played online, they have a wider audience. According to research conducted by the Pew Internet & American Life Project:
- More than half of American adults age 18 and older (53%) play video games;
- Overall, men (55%) are slightly more likely than women (50%), to play any kind of digital game;
- 57% of respondents with at least some college education play games, significantly more than high school graduates (51%) and those who have less than a high school education (40%);
- Blacks (51%) and Hispanics (63% (English speaking Hispanics)) are more likely to play games on smaller, mobile gadgets. Blacks and Hispanics are significantly more likely than whites to use cell phones and portable gaming devices to play games.

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Race and Gender in Video Games

A digital divide in game characters exists for both gender and race. “The first comprehensive survey of video game characters, encompassing the top 150 games in a year across nine platforms and all rating levels, and weighted by each title's popularity, shows that the video game industry does no better than television in representing American society. In some cases, video games do worse, said study leader Dmitri Williams, a social psychologist and assistant professor at the USC Annenberg School for Communication.”

In terms of gender, the presence of male characters far outweighs that of female characters. The figures are not representative of American society, nor do they represent player profiles. Table I below summarizes the gender profile for characters and the significance of their roles in the games studied.

In terms of race, “Whites and Asians are over-represented and all other groups are underrepresented. In proportional figures relative to their actual population, whites are 6.59 percent and Asians are 25.75 percent over-represented. All others are under-represented: blacks by 12.68 percent, Hispanics by 78.32 percent, biracial by 42.08 percent and Native Americans by 90 percent. When primary roles are considered, all groups appear less often except for whites, who appear more often than overall. White characters account for 84.95 percent of all primary characters, black 9.67 percent, biracial 3.69 percent and Asian 1.69 percent. Hispanics and Native Americans did not appear as a primary character in any game, they existed solely as secondary characters.” Table II below summarizes the racial profile of game characters.

Table I – Gender Profile of Game Characters

<table>
<thead>
<tr>
<th>Character Type</th>
<th>Gender Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>All characters, male</td>
<td>85.23%</td>
</tr>
<tr>
<td>All characters, female</td>
<td>14.77%</td>
</tr>
<tr>
<td>Primary characters, male</td>
<td>89.55%</td>
</tr>
<tr>
<td>Primary characters, female</td>
<td>10.45%</td>
</tr>
<tr>
<td>Secondary characters, male</td>
<td>85.47%</td>
</tr>
<tr>
<td>Secondary characters, female</td>
<td>14.65%</td>
</tr>
</tbody>
</table>

Table II – Racial Profile of Game Characters vs. US Population

Source: New Media & Society, The Virtual Census: representations of gender, race and age in video games²⁰

“The differences between the game world, the player base and the US population have

implications for both self-identities and considerations of other groups. The Latino case provides one strong example from the data. According to social identity theory, this lack of appearance is a direct signal to Latinos that they are relatively unimportant and powerless compared to more heavily present groups. In addition, perceptions about Latinos may change for members of other groups. The same issues are present for blacks, Native Americans, females and children, all of whom are under-represented compared to the population and among game players.\(^{21}\) Various theories from social psychology suggest that this under-representation, particularly in primary roles, makes these groups seem less visible and less important. Further, “many have suggested that games function as crucial gatekeepers to interest in technology, which translates into education and careers in mathematics and science-related fields. If Latinos or any other groups become disenchanted with games due to poor representation, subsequently they may have less interest in technology and its opportunities for class advancement. Ironically, they would be less likely to become game makers themselves, helping to perpetuate the cycle.”\(^{22}\)

**Underrepresented Groups in the Game Design Workforce**

The Association of Hispanic Arts (AHA), founded in 1975, is dedicated to the advancement of Latino arts, artists and arts organizations. The organization facilitates projects designed to foster the appreciation, growth and well being of the Latino cultural community and provides an online directory of Latino arts and cultural groups in communities throughout the United States with similar mission statements. Entries are categorized by type including visual arts and photography, television and film, dance, literature-playwriting, theater, multi-arts centers, music, and Latino arts service organizations and councils.

New York City is home to many of these organizations, due in part to the city’s large Hispanic population. One such group, the Bronx Council on the Arts (BCA) has as its mission to encourage and increase the public's awareness and participation in the arts, and to nurture the development of artists and arts and cultural organizations. The BCA provides programming in arts education and cultural strategies to help revitalize local communities. One of its long-standing projects, the Longwood Arts Project is a visual art program whose mission is to raise the profile, and the technical/creative ceiling of artists from underrepresented groups, including women and artists of color, through its exhibitions at the Longwood @ Hostos Art Gallery and the Longwood


\(^{22}\) *Ibid.*
Cyber Residency and Exhibition Program.\textsuperscript{23} In spite of all of these organizations and services, the Bureau of Labor reports that in 2005, 7.1% of the total number of people employed in arts, design, entertainment, sports, and media occupations were Hispanic and 5.8% were Black.\textsuperscript{24}

It is clear that these organizations have also not had a positive impact on the fast-growing field of game design. The research clearly indicates that the minorities that comprise the Hostos student population are vastly under-represented as primary and even secondary characters in games. Indeed, the game character demographics mirror the game developer workforce. According to the ESA, 88.5 percent of game developers are male, 11.5 percent female, 83.3 percent white, 7.5 percent Asian, 2.5 percent Hispanic and 2.0 percent black. Since the job outlook for this industry is excellent a large pool of potential talent remains untapped. This proposed program seeks to increase the diversity of this field.

**Students**

There is a large untapped source of students in the south Bronx who can benefit from this type of creative major. Students in high school often have difficulty finding outlets for their artistic and technical skills and expression. This program will enable those students who may wish to pursue a career in game design to obtain a college education at the same time. The Hostos Office of Admissions will aggressively market the proposed program to Bronx high schools as well as The Hostos-Lincoln Academy located on our campus, and will be able to recruit students interested in preparing for careers in Game Design.

In addition, the College Now Program will be another source of students for this program. Students will be recruited directly from design, game design and animation courses offered through the program.

We also expect that some students will transfer to Hostos because of marketing at major recruitment functions, in brochures and on the Hostos web site. Finally, we expect that this program will be popular among students currently enrolled at Hostos and anticipate a slight shift from other majors to this program.

\textsuperscript{23} Longwood Arts Project, http://www.bronxarts.org/gp_longwood.asp.

### Projected Student Enrollment

<table>
<thead>
<tr>
<th></th>
<th>YEAR I</th>
<th>YEAR II</th>
<th>YEAR III</th>
<th>YEAR IV</th>
<th>YEAR V</th>
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<td>7</td>
<td>50</td>
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<td>P-T</td>
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<td>12</td>
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<td>Sub-totals</td>
<td>15</td>
<td>0</td>
<td>37</td>
<td>10</td>
<td>68</td>
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<td>Totals</td>
<td>15</td>
<td>47</td>
<td>100</td>
<td>168</td>
<td>220</td>
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</table>
Curriculum

The proposed Associate in Applied Science degree in Game Design consists of courses that develop the artistic and technical skills needed for game design careers in business and industry. The curriculum emphasizes the use of industry standard technology and media to help students plan, analyze and create visual solutions to communications problems using game development techniques. Students take a core of courses that include digital media history and practice, 2D design, gaming theory, an overview of indispensable design software applications and a sequence of more advanced courses. The curriculum is designed to provide students with the specialized knowledge, skills and hands-on experience now needed by creative professionals.

The merit of this enterprise has been confirmed by the enthusiastic response to the program by Professor Michelle Barfoot, Associate Professor in the Department of Advertising Design and Graphic Arts at New York City College of Technology. She is heading up their new program in Design for the Game Industry and has begun development of an articulation agreement with our proposed program. Professor Barfoot is working with her department’s Chairperson, Mary Ann Biehl, whose letter of support can be found later in this document.
ASSOCIATE IN APPLIED SCIENCE DEGREE
IN
GAME DESIGN

**General Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English 110 Expository Writing</td>
<td>3 crs</td>
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<tr>
<td>English 111 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language†</td>
<td>3-4</td>
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<tr>
<td>Mathematics 100 College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 101 General Psychology or</td>
<td></td>
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<tr>
<td>Sociology 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
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<td><strong>22-23</strong></td>
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**Major Requirements**

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<tr>
<td>DD101 Introduction to the Digital Toolbox</td>
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</tr>
<tr>
<td>DD102 Media Design in the Digital Age</td>
<td>3</td>
</tr>
<tr>
<td>DD105 2D Design</td>
<td>3</td>
</tr>
<tr>
<td>DD112 Intro to Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GD 101 Introduction to Games</td>
<td>3*</td>
</tr>
<tr>
<td>GD 102 Beyond Games</td>
<td>3*</td>
</tr>
<tr>
<td>GD 105 Introduction to Actionscript Programming</td>
<td>3*</td>
</tr>
<tr>
<td>GD 201 Digital Games</td>
<td>3*</td>
</tr>
<tr>
<td>GD 210 Game Studio</td>
<td>2*</td>
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<td><strong>Total</strong></td>
<td><strong>27</strong></td>
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**Major Electives: Choose 3 Courses**

<table>
<thead>
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<tr>
<td>DD 107 Concepts in Animation</td>
<td>3</td>
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<tr>
<td>DD 111 Introduction to Sound Design</td>
<td>3</td>
</tr>
<tr>
<td>DD 113 Introduction to Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>DD 207 Introduction to Maya</td>
<td>3</td>
</tr>
<tr>
<td>DD 307 Advanced Maya</td>
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<td>GD 205 Game Programming</td>
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**Free Electives**

<table>
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<tbody>
<tr>
<td>1-2</td>
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**Total Degree Credits**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>60</td>
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*New Course
†Spanish, French or Italian
Sample Semester Sequence

Game Design

**Semester I**
ENG 110 Expository Writing 3
MAT 100 College Mathematics 3
GD 101 Intro to Games 3
DD 101 Intro to Digital Toolbox 3
Foreign Language 3-4

**15-16**

**Semester II**
ENG 111 Literature & Composition 3
DD 102 Media Design in the Digital Age 3
GD 102 Beyond Games 3
DD 112 Intro to Web Design 3
Game Design Elective 3

**15**

**Semester III**
DD 105 2D Design 3
GD 105 Introduction to Actionscript Programming 3
Natural Science 4
GD 201 Digital Games 3
Game Design Elective 3

**16**

**Semester IV**
GD 210 Game Studio 3
Liberal Arts Elective 3
Free Electives 1-2
Game Design Elective 3
Psychology 101 General Psych or Sociology 101 Introduction 3

**13-14**

TOTAL CREDITS………………60
Faculty

Once approved by the CUNY Board of Trustees and the New York State Education Department, the College will search for a new faculty member for the Department of Visual and Performing Arts. It is expected that this position will be searched during the spring 2011 semester. The successful candidate will have the professional and technical experience along with the academic qualifications to teach courses in the program and to provide leadership for the program. When necessary, adjunct faculty with the appropriate expertise will be hired.

Cost

Hostos Community College has state-of-the-art computer laboratories already equipped with hardware that will support this program. The College anticipates the need to acquire software to support this new program. Since new technologies are constantly emerging, the College has developed a plan to address annual upgrades in hardware and software for the future.

<table>
<thead>
<tr>
<th>OTHER THAN PERSONNEL SERVICES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>New equipment purchases</td>
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<td>0</td>
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<td>New library acquisitions</td>
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<td>$500</td>
<td>$500</td>
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<tr>
<td>Supplies</td>
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<td>$5,000*</td>
<td>$5,000*</td>
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<td>$5,500</td>
<td>$5,500</td>
<td>$5,500</td>
<td>$5,500</td>
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* Estimated, for software license agreements
## Appendix

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</tr>
<tr>
<td>State Education Forms</td>
<td>68</td>
</tr>
<tr>
<td>Course Title and Name</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Game Design 101 – Introduction to Games</td>
<td>None</td>
</tr>
</tbody>
</table>

**Rationale**: This is a required course for the newly created Game Design major.

<table>
<thead>
<tr>
<th>Course Title and Name</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Hours</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Design 102 – Beyond Games</td>
<td>English 110</td>
<td></td>
<td>3</td>
<td>3</td>
<td>This course explores the revolutionary effect that games have had on our culture at large and how artists, sociologists, politicians, musicians and others have used games and gaming tools to create new forms of expression. The class will be divided into five sections focusing on: Sociology and games, games as art, games as story, games in education and games for change. Students will read and analyze a variety of articles relating to these topics. Students will develop written proposals for educational games, research related topics and develop papers about their research. In addition students will have the opportunity to create game art as well as an animated 3D narrative using a game engine.</td>
</tr>
</tbody>
</table>

**Rationale**: This is a required course for the newly created Game Design major.

<table>
<thead>
<tr>
<th>Course Title and Name</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Hours</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Design 105 – Introduction to Actionscript Programming</td>
<td>Digital Design 101, Mathematics 100</td>
<td></td>
<td>3</td>
<td>3</td>
<td>This course introduces students to the Adobe Flash application and its Actionscript programming language, a leading tool for the creation of online-based interactive media. Students will explore the tools and core concepts of this program and its many interactive possibilities, including the use of illustration, images, text, animation, and sound. The will introduce students to basic object oriented programming through the opportunity to explore Actionscript, which is the underlying coding language of Flash. This course will also serve as an introduction to programming within the Flash environment to create small game interactions.</td>
</tr>
</tbody>
</table>

**Rationale**: This is a required course for the newly created Game Design major.
<table>
<thead>
<tr>
<th>Department</th>
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<tbody>
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<td>Prerequisites</td>
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<td>Co-requisites</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Description</td>
<td>This course introduces students to the concepts of game mechanics, game theory and digital game production by affording them the opportunity to read about games and game development, play test several different video games, and finally to create their own game using important development tools. The course explores the effect of gaming on entertainment, learning, and even business by analyzing how games can be more critically discussed. In this way, students learn to be better developers through building skills in critical thinking, analysis, game design, and communication. On a deeper level, the course works to find ways to address fundamental misunderstandings by the general public that the form is entirely represented by games with a violent subject matter.</td>
</tr>
<tr>
<td>Rationale</td>
<td>This is a required course for the newly created Game Design major.</td>
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</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Humanities</th>
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<tbody>
<tr>
<td>Course Title and Name</td>
<td>Game Design 205 – Game Programming</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Game Design 101, Game Design 105, Digital Design 112</td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
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<td>Hours</td>
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</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Description</td>
<td>This course is a continuation of programming concepts introduced to students in GD105 Introduction to Actionscript Programming. Here students will work on foundational fundamentals of programming to focus on the creation of games using Adobe Flash. Students will build a familiarity with programming concepts such as variables, scope, iteration, conditionals as well as basic animation techniques, and with these tools they will create a series of game interactions in preparation for conceptualizing and building a final small online game. This course also covers Artificial Intelligence, Collision, and Physics algorithms as well as teaching students how to incorporate pre-built programming libraries into the Flash Environment.</td>
</tr>
<tr>
<td>Rationale</td>
<td>This is a required course for the newly created Game Design major.</td>
</tr>
<tr>
<td><strong>Department</strong></td>
<td>Humanities</td>
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<tr>
<td>----------------</td>
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<tr>
<td><strong>Course Title and Name</strong></td>
<td>Game Design 210 – Game Studio</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Game Design 101, Game Design 105, Digital Design 112</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
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</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course focuses first on introducing students to how small and large scale game development takes place in the games industry. Students study the different career paths within a company, the development cycle, game marketing and peripheral game markets. Then students develop a group project where in the class creates a casual game from initial concept to launch on the Web using Flash. Over the course of the semester students are introduced to the principles of developing a project and character design, programming games as well as testing game play in order to understand methods of quality assurance.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>This is a required course for the newly created Game Design major</td>
</tr>
</tbody>
</table>
Game Design 101 – Introduction to Games

Credits: 3, Hours 3
Prerequisite: None

Course description: This course introduces students to game culture, theory, design and development. Principles from traditional board games, sports games, and party games will be analyzed and this analysis will then be applied to designing two paper-based games over the course of the semester. Students will analyze several readings focusing on game history and theory. They will also play, make and analyze several games in order to build a common and more extensive vocabulary to both discuss and understand what game development is all about.

Course objectives: By the end of the course, students will have learned:
- An introduction to game theory
- A brief History of games
- The principles of user testing
- Better methods of iterative design
- Methodologies for designing interaction
- How to develop and write a rule set

Required Readings:

Expected: While this class has not been designated as ‘web-enhanced,’ it is expected that students wishing to take full advantage of the class have:
- Familiarity with the Internet;
- Access to the Internet from home or elsewhere
- An active Hostos email account, which they check daily.

Due dates: Late assignments will not be accepted without a note from a physician or counselor.

Grading:
Projects 85
Participation 15
Total 100

Grades:
- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 70-76
- D 60-69
- F Failure

There is no R grade in this course.

Introduction to Games (IG) assignments:
This is a studio course involving a combination of lecture, project activities, and discussion of assigned readings. Staying on top of the reading assignments is essential in order to be informed and make contributions during in-class discussions and activities. These readings will reference and introduce concepts and vocabulary that may at times be unfamiliar and so require students to do independent research. This will be expected.
Fifteen percent of the grade will be based on engagement and consistent attendance. The balance of the grade will be determined by several projects undertaken over the 15 week course.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Response 1</td>
<td>Take-home / in class</td>
<td>GR1</td>
<td>5</td>
</tr>
<tr>
<td>Game Response 2</td>
<td>Take-home / in class</td>
<td>GR2</td>
<td>5</td>
</tr>
<tr>
<td>Game Response 3</td>
<td>Take-home / in class</td>
<td>GR3</td>
<td>5</td>
</tr>
<tr>
<td>Narrative Paper Game Proposal</td>
<td>Take-home / in class</td>
<td>NG1</td>
<td>10</td>
</tr>
<tr>
<td>Narrative Paper Game Play Test</td>
<td>Take-home / in class</td>
<td>NG2</td>
<td>10</td>
</tr>
<tr>
<td>Final Narrative Paper Game</td>
<td>Take-home / in class</td>
<td>NG3</td>
<td>15</td>
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<tr>
<td>Profession Paper Game Proposal</td>
<td>Take-home / in class</td>
<td>PG1</td>
<td>10</td>
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<tr>
<td>Profession Paper Game Test</td>
<td>Take-home / in class</td>
<td>PG2</td>
<td>10</td>
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<tr>
<td>Final Profession Paper Game</td>
<td>Take-home / in class</td>
<td>PG3</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>85</strong></td>
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</tbody>
</table>

**Notes on the grading criteria:**
Work will be evaluated according to the following criteria:
- Understanding and interpretation of readings
- Research and Analysis of related issues
- Contribution to in-class discussion

**The IG assignments:**
What follows are brief descriptions of the IG assignments students will be doing over the course of the term. Detailed instructions will be provided in-class. Without a physician’s or counselor’s note, late assignments will not be accepted and so will receive a grade of 0.

**Game Play Responses Assignments**
During the first third of the course we will be learning and reading about the foundation of game design. In class we will be playing games that illustrate these mechanics. You will be expected to write response papers that relate this game play back to the lectures and readings. These papers should be no longer than two pages in length and each assignment will address a particular topic question asked by the professor.

**Paper Game Assignments**
During the course of the semester you will be proposing, testing and developing two paper based games in small groups. The goal of these projects is to exercise some of the game mechanics we will learn about in class and to gain first hand knowledge in game development and testing. Each project will have three elements:

**Proposal**
Short group presentation detailing the goal of your game, the core mechanic, the narrative and precedents you are referencing.

**Play Testing Report**
In class we will be play testing our games and for each play test each group is responsible for documenting the results. Before the final game is turned in each group will also turn in their play testing reports. How to document your play test will be covered in class.

**Final Rule Set and Assets**
Each group is responsible for turning in a final set of rules for their game and any and all assets after we have completed the play testing phase. We will cover writing rule sets in class.

The two Paper Game assignments will be as follows:

**Paper Game 1 – Narrative (Movies, Cards and Dice)**
Using only a standard set of playing cards, a set of dice and one other game asset of your choice create a game based upon the content of a well know film. How can the narrative structure of the film help inform your design decisions? The goal of this project is to create a compelling game with limited assets that evoke the spirit of the film you selected.
**Paper Game 2 – Profession**

Using any assets you wish create a game based upon a common profession. This game must be made up of at least three distinct mini games, which correlate to the profession you have chosen and exist within a larger game structure.

For example, if you were to make a game about a fast food worker you could create three mini-games based upon taking orders, cooking orders and keeping the facility clean. Each mini-game should have its own unique goal, which along with the other mini-game goals allow for the accomplishment of a larger game-wide goal such as becoming store manager or owner.

**Participation:** A student’s participation grade is based primarily on their attendance and participation in class. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students will have 1 participation points deducted. More than three absences amounts to a failure, as a student may not earn less than 0 participation points.

**Academic policies (from Catalogue):** Hostos Community College believes that developing student’s abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied, and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.

**Cheating (from Catalogue):** In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in act of cheating and by discouraging others from doing so.

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**NOTE:**
- Any work missed during any period of absence must be made up by the student.
To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class.

Course schedule: Readings must be completed for each class. Not all assigned texts will be discussed in class or covered in the class lectures.

<table>
<thead>
<tr>
<th>Week &amp; Class</th>
<th>Project Due</th>
<th>ROOM</th>
<th>TOPIC</th>
<th>READ FOR TODAY</th>
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<td>Discussion: Class Introduction</td>
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<td>What are Games?</td>
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<td>Discussion: Play Vs. Games</td>
<td>Rules: Chapters 7 &amp; 9</td>
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<td>Carcosone Play Test</td>
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<td>3</td>
<td>GR1</td>
<td>C-516</td>
<td>Discussion: System Theory</td>
<td>Rules: Chapters 22 &amp; 3</td>
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<td></td>
<td>Ticket To Ride Play Test</td>
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<td>C-516</td>
<td>Discussion: Private Vs. Public</td>
<td>Rules: Chapter 5</td>
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<td>Settlers or Catan Play Test</td>
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<td>5</td>
<td>GR3</td>
<td>C-516</td>
<td>Discussion: Narrative Structures</td>
<td>Rules: Chapter 17</td>
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<td>Rules: Chapter 26</td>
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<td>Rules: Commissioned Games</td>
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<td></td>
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<td>(Garfield, Lantz)</td>
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<td>Rules: Chapter 20</td>
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<td>14</td>
<td>PG2</td>
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<td>No Reading</td>
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<tr>
<td>15</td>
<td>PG3</td>
<td>C-516</td>
<td>Discussion: Final Send Off</td>
<td>No Reading</td>
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</table>
Game Design 102 – Beyond Games

Credits: 3, Hours 3
Prerequisite: English 110

Course description: This course explores the revolutionary effect that games have had on our culture at large and how artists, sociologists, politicians, musicians and others have used games and gaming tools to create new forms of expression. The class will be divided into five sections focusing on: Sociology and games, games as art, games as story, games in education and games for change. Students will read and analyze a variety of articles relating to these topics. Students will develop written proposals for educational games, research related topics and develop papers about their research. In addition students will have the opportunity to create game art as well as an animated 3D narrative using a game engine.

Course objectives: By the end of the course, students will have learned:
- About games as a sociological and cultural phenomenon.
- A critical language to discuss media's effect on culture.
- To explore games as tools for other means of expression besides simple entertainment.
- Better collaborative skills
- Better understanding of what is needed to develop a game proposal
- Stronger communication skills

Readings:

Sociology and Games-

Game As Art-

Game As Story-
- Lowood, Henry. High-Performance Play: The Making of Machinima

Game As Learning-
- Gee, James. What video games have to teach us about learning and literacy. New York: Palgrave Macmillan, 2000

Games For Change-

Expected: While this class has not been designated as ‘web-enhanced,’ it is expected that students wishing to take full advantage of the class have:
- Familiarity with the Internet;
- Access to the Internet from home or elsewhere
- An active Hostos email account, which they check daily.

Due dates:
Late assignments will not be accepted without a note from a physician or counselor.
Grading:
Projects 90
Participation 10
Total 100

Grades:
A 93-100
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 70-76
D 60-69
F Failure

There is no R grade in this course.

**Beyond Games (BG) assignments:** This is a studio course involving a combination of lecture, project activities, and discussion of assigned readings. Staying on top of the reading assignments is essential in order to be informed and make contributions during in-class discussions and activities. These readings will reference and introduce concepts and vocabulary that may at times be unfamiliar and so require students to do independent research. This will be expected.

Ten percent of the grade will be based on engagement and consistent attendance. The balance of the grade will be determined by several reading response papers, projects, and proposal presentations undertaken by students over the 15 week course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Response 1</td>
<td>Take-home / in class</td>
<td>RR1</td>
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</tr>
<tr>
<td>Social Games Video</td>
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</tr>
<tr>
<td>Game Art Project</td>
<td>Take-home / in class</td>
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<td>Reading Response 4</td>
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<tr>
<td>Machinima Project</td>
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<td>Reading Response 5</td>
<td>Take-home / in class</td>
<td>RR5</td>
<td>5</td>
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<tr>
<td>Education Game Proposal</td>
<td>Take-home / in class</td>
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<td>Reading Response 6</td>
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<tr>
<td>Game for Change Proposal</td>
<td>Take-home / in class</td>
<td>GCP</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
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<td>90</td>
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</tbody>
</table>

**Notes on the grading criteria:** Work will be evaluated according to the following criteria:
- Understanding and interpretation of readings
- Research and Analysis of related issues
- Contribution to in-class discussion

**The IG assignments:** What follows are brief descriptions of the IG assignments students will be doing over the course of the term. Detailed instructions will be provided in-class. Without a physician’s or counselor’s note, late assignments will not be accepted and so will receive a grade of 0.

**Reading Responses Assignments**
For several of the assigned readings there will be a short response paper of one to two pages (typed and double space) assigned. The primary purpose of these response papers is to assist students in gathering their thoughts for in-class discussion. Lest you have not encountered one, a response paper is a document wherein the student analyzes how a particular reading applies to in-class discussions, and their individual observations, projects and explorations. It is not to be a brief review or overview, but an opportunity to express personal thoughts and points of view on topics mentioned in the reading. It is also an excellent opportunity to raise points for later discussion in a concise and eloquent format.
Game Art Project
Using available game assets found online at sights such as http://sdb.drshnaps.com/ and http://www.videogamesprites.net/, students will be expected to create a portrait of one of the seven deadly sins (lust, gluttony, greed, sloth, wrath, envy, pride). These portraits can take the form of still image, an animation or an interactive piece.

Machinima Project
Using Second Life as our authoring environment students will either recreate a scene from a favorite movie or from an original script. The movies should be no longer than 1 minute long and no shorter than 40 seconds. Students will work in small groups of two students and we will workshop the movies in class.

Social Game Project
For this project students will be expected to actively break the rules of a social game like the ones discussed in class and found in Eric Berne’s Games People Play. It is important not tell the other players an experiment is being conducted. How does the game change? How do the social roles change? What are the other player’s reactions? Does a new game form? The experiment should be documented by creating a video reenactment of the experiment.

Educational Game Proposal
During the course of the semester we will study how games are used in education and what we learn from playing games. For this project students will be asked to create a proposal for a game to be used in a 5th grade class to teach a lesson plan. This lesson plan may be of the student’s choosing, but must be age appropriate to the end users. A final proposal will be developed of around 3 pages and must include the following sections:

- A lesson goal
- A game objective
- A description of the core mechanic
- A narrative outline
- A list of precedents being referenced

Students will give a formal presentation of their project proposals for critique

Games for Change Proposal
This project will involve students creating a proposal for a game to be used to address a social issue by educating, informing and entertaining a target audience. The proposal should be around 3 pages and must include the following sections:

- Clearly described research into the chosen social issue(s)
- A game objective
- A description of the core mechanic
- A narrative outline
- A list of precedents being referenced

Students will give a formal presentation of their project proposals for critique

Participation: A student’s participation grade is based primarily on their attendance and participation in class. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students will have 1 participation points deducted. More than three absences amounts to a failure, as a student may not earn less than 0 participation points.

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NOTE:
- Any work missed during any period of absence must be made up by the student.
- To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class.

Course schedule:
Readings must be completed for each class. Not all assigned texts will be discussed in class or covered in the class lectures.

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<tr>
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<th>Project Due</th>
<th>ROOM</th>
<th>TOPIC</th>
<th>READ FOR TODAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C-516</td>
<td>Discussion: Class Introduction Games are more than games</td>
<td>No reading</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RR1</td>
<td>C-516</td>
<td>Discussion: Games as models of social behavior.</td>
<td>Nature and Significance of Play as a Cultural Phenomenon</td>
</tr>
<tr>
<td>3</td>
<td>SGV</td>
<td>C-516</td>
<td>Discussion: Social Games Video</td>
<td>Games People Play</td>
</tr>
<tr>
<td>4</td>
<td>RR2</td>
<td>C-516</td>
<td>Discussion: Games vs. Art</td>
<td>Here we go again....</td>
</tr>
<tr>
<td>5</td>
<td>RR3</td>
<td>C-516</td>
<td>Discussion: Game Culture as Art</td>
<td>Are Video Games Art?</td>
</tr>
<tr>
<td>6</td>
<td>GAP</td>
<td>C-516</td>
<td>Presentation: Game Art Projects</td>
<td>High-Performance Play: The Making of Machinima</td>
</tr>
<tr>
<td>7</td>
<td>RR4</td>
<td>C-516</td>
<td>Discussion: The stories Games tell</td>
<td>Game Design as Narrative Architecture</td>
</tr>
<tr>
<td>8</td>
<td>C-516</td>
<td>Workshop: Machinima Workshop 1</td>
<td>No Reading</td>
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<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MP</td>
<td>C-516</td>
<td>Presentation: Machinima Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What video games have to teach us about learning and literacy Chapter 2 Pages 13-50</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>RR5</td>
<td>C-516</td>
<td>Discussion: Games as Learning Tools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Kids Are Alright (&quot;7 Habits of Highly Effective Gamers,&quot; pages xiv-xvii &amp; Chapter 5, pages 109-132)</td>
<td></td>
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<tr>
<td>11</td>
<td></td>
<td>C-516</td>
<td>Discussion: Games in Education</td>
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<td></td>
<td></td>
<td></td>
<td>No Reading</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>EGP</td>
<td>C-516</td>
<td>Discussion: Educational Game Proposal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>For a Better World: Digital Games and the Social Change Sector</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>RR6</td>
<td>C-516</td>
<td>Discussion: Games as Social Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26 Learning Games to Change the World</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>C-516</td>
<td>Workshop: Social Game Testing</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No Reading</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>GCP</td>
<td>C-516</td>
<td>Presentation: Social Game Proposal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No Reading</td>
<td></td>
</tr>
</tbody>
</table>
Game Design 105 – Introduction to Actionscript Programming

Credits: 3, Hours 3
Prerequisites: Digital Design 101, Mathematics100

Course description: This course introduces students to the Adobe Flash application and its Actionscript programming language, a leading tool for the creation of online-based interactive media. Students will explore the tools and core concepts of this program and its many interactive possibilities, including the use of illustration, images, text, animation, and sound. The will introduce students to basic object oriented programming through the opportunity to explore Actionscript, which is the underlying coding language of Flash. This course will also serve as an introduction to programming within the Flash environment to create small game interactions.

Course objectives: By the end of the course, students will have gained:
- A familiarity with the Flash authoring environment
- An understanding of how Flash can be used to create, animations, websites, and banner advertisements
- A fundamental understanding of the core programming concepts
- The opportunity to build their technical and conceptual skills through various hands-on projects.

Suggested readings:

Expected: While this class has not been designated as ‘web-enhanced,’ it is expected that students wishing to take full advantage of the class have:
- Familiarity with the Internet;
- Access to the Internet from home or elsewhere
- An active Hostos email account, which they check daily.

Due dates: Late assignments will not be accepted without a note from a physician or counselor.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing Exercise</td>
<td>Take-home / in class</td>
<td>EX1</td>
<td>5</td>
</tr>
<tr>
<td>Animation Exercise</td>
<td>Take-home / in class</td>
<td>EX2</td>
<td>5</td>
</tr>
<tr>
<td>20 Second Story Project</td>
<td>Take-home / in class</td>
<td>P1</td>
<td>10</td>
</tr>
<tr>
<td>Interface Exercise</td>
<td>Take-home / in class</td>
<td>EX3</td>
<td>5</td>
</tr>
<tr>
<td>Banner Ad Project</td>
<td>Take-home / in class</td>
<td>P2</td>
<td>15</td>
</tr>
<tr>
<td>Flash Mini Site Project</td>
<td>Take-home / in class</td>
<td>P3</td>
<td>20</td>
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</table>

Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>90-100</td>
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<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-60</td>
<td>F</td>
</tr>
</tbody>
</table>

There is no R grade in this course.

Introduction to Flash (IF) assignments: This is a studio course involving a combination of lecture/ discussions and project activities. The lecture/discussions will reference and introduce concepts and vocabulary that may at times be unfamiliar and so require students to do independent research. This will be expected. 15% of the grade will be based on engagement and consistent attendance. The balance of the grade will be determined by several exercises and projects undertaken over the 15 week course.
<table>
<thead>
<tr>
<th>Actionscript Coding 1 Exercise</th>
<th>Take-home / in class</th>
<th>EX4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actionscript Coding 2 Exercise</td>
<td>Take-home / in class</td>
<td>EX5</td>
<td>5</td>
</tr>
<tr>
<td>Actionscript Coding 3 Exercise</td>
<td>Take-home / in class</td>
<td>EX6</td>
<td>5</td>
</tr>
<tr>
<td>Actionscript Gamelet Project</td>
<td>Take-home / in class</td>
<td>P4</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

Notes on the grading criteria: Work will be evaluated according to the following criteria:

- Understanding and interpretation of readings
- Research and Analysis of related issues
- Contribution to in-class discussion

The IF assignments: What follows are brief descriptions of the IF assignments students will be doing over the course of the term. Detailed instructions will be provided in-class. Without a physician's or counselor's note, late assignments will not be accepted and so will receive a grade of 0.

**Flash Interface and Coding Exercises:** These exercises will teach students both the Flash authoring environment as well as how to code simple interactions in Flash’s scripting language Actionscript. Students will be given a series of small technical and design exercises to insure that they understand how to implement the techniques and concepts covered in class. The Flash interface and coding exercises will be as follows:

- Drawing Exercise
- Animation Exercise
- Interface Exercise
- Three Flash Coding exercises

**20 Second Story Project:** For this project, students will be required to create a narrative animation that tells its story in 20 seconds.

**Banner Ad Project:** For this project, students will be required to create a banner ad for a fictional company (to be determined in class). The banner ad must be 728 x 90 pixels, contain at least three animated elements, and a rollover that responds to mouse clicks.

**Mini Site Project:** This project will require students to create a personal website that contains at least 4 pages, working navigation, rollovers for buttons and no less than three animated elements.

**Gamelet Project:** For the final project, students will be required to create a small game-like interaction consisting of a playable character and one other object. For these gamelets, students must:

1. Create a character that can walk in four directions with corresponding animations using keyboard control.
2. Have the character hit test another object and respond with another animation.
3. Add one other animation/ability that can be controlled using keyboard input.

**Participation:** A student’s participation grade is based primarily on their attendance and participation in class. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students will have 1 participation point deducted. More than three absences amounts to a failure, as a student may not earn less than 0 participation points.

**Academic policies (from Catalogue):** Hostos Community College believes that developing student’s abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied, and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.
Cheating (from Catalogue): In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in act of cheating and by discouraging others from doing so.

Plagiarism (from Catalogue): Plagiarism is a form of cheating which occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc. referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one's own constitutes an act of plagiarism.

Bribery (from Catalogue): In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his/her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score or other academic favor, shall also be handled as per the Sexual Harassment procedures of the College.

College attendance policy (from Catalogue): Students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official schedule of classes. Arrival in class after the scheduled starting time constitutes lateness.

The maximum number of absences is limited to 15% of the number of scheduled class hours per semester and a student absent more than the indicated 15% is deemed excessively absent. Attendance is monitored from the first official day of classes. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings.

Absences due to late registration, change of program, or extenuating circumstances will be considered on an individual basis by the instructor. Each department and program may specify in writing a different attendance policy. Instructors are required to keep an official record of student attendance and inform each class of the College's or department attendance policy.

NOTE:

- Any work missed during any period of absence must be made up by the student.
- To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class
Course schedule:
Projects must be completed by the start of each class.

<table>
<thead>
<tr>
<th>Week &amp; Class</th>
<th>Project Due</th>
<th>ROOM</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>C-516</td>
<td>Discussion: Class Introduction The Flash Environment</td>
<td>No reading</td>
</tr>
<tr>
<td>2</td>
<td>EX1</td>
<td>C-516</td>
<td>Discussion: Animation Part 1</td>
<td>No Reading</td>
</tr>
<tr>
<td>3</td>
<td>EX2</td>
<td>C-516</td>
<td>Discussion: Animation Part 2</td>
<td>No Reading</td>
</tr>
<tr>
<td>4</td>
<td>P1</td>
<td>C-516</td>
<td>Discussion: Interface Elements</td>
<td>No Reading</td>
</tr>
<tr>
<td>5</td>
<td>EX3</td>
<td>C-516</td>
<td>Discussion: Introduction to Actionscript Scripting</td>
<td>No Reading</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>C-516</td>
<td>Discussion: Actionscript Scripting continued</td>
<td>No Reading</td>
</tr>
<tr>
<td>7</td>
<td>P2</td>
<td>C-516</td>
<td>Discussion: Mini Site Proposals</td>
<td>No Reading</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>C-516</td>
<td>Discussion: Video &amp; Sound</td>
<td>No Reading</td>
</tr>
<tr>
<td>9</td>
<td>P3</td>
<td>C-516</td>
<td>Presentation: Mini Site</td>
<td>No Reading</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>C-516</td>
<td>Discussion: More Actionscript</td>
<td>No Reading</td>
</tr>
<tr>
<td>11</td>
<td>EX4</td>
<td>C-516</td>
<td>Discussion: Variables &amp; Conditions</td>
<td>No Reading</td>
</tr>
<tr>
<td>12</td>
<td>EX5</td>
<td>C-516</td>
<td>Discussion: Loops</td>
<td>No Reading</td>
</tr>
<tr>
<td>13</td>
<td>EX6</td>
<td>C-516</td>
<td>Discussion: Built in Methods</td>
<td>No Reading</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>C-516</td>
<td>Discussion: Input &amp; Controlling Animations</td>
<td>No Reading</td>
</tr>
<tr>
<td>15</td>
<td>P4</td>
<td>C-516</td>
<td>Presentation: Gamelet Project</td>
<td>No Reading</td>
</tr>
</tbody>
</table>
Game Design 201 – Digital Games

Credits: 3, Hours 3  
Prerequisites: Game Design 101, Digital Design 101, Digital Design 112

Course description: This course introduces students to the concepts of game mechanics, game theory and digital game production by affording them the opportunity to read about games and game development, play test several different video games, and finally to create their own game using important development tools. The course explores the effect of gaming on entertainment, learning, and even business by analyzing how games can be more critically discussed. In this way, students learn to be better developers through building skills in critical thinking, analysis, game design, and communication. On a deeper level, the course works to find ways to address fundamental misunderstandings by the general public that the form is entirely represented by games such as ‘Grand Theft Auto,’ and ‘Doom.’

Course objectives:
By the end of the course, students will have learned:
• An introduction to game theory
• A brief History of games
• The principles of user testing
• Better methods of iterative design
• Methodologies for designing interaction
• How to develop and write a rule set

Required readings:

Expected: While this class has not been designated as ‘web-enhanced,’ it is expected that students wishing to take full advantage of the class have:
• Familiarity with the Internet;
• Access to the Internet from home or elsewhere
• An active Hostos email account, which they check daily.

Due dates: Late assignments will not be accepted without a note from a physician or counselor.

Grading:
Projects 85
Participation 15
Total 100

Grades:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>70-76</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

There is no R grade in this course.
Digital Games (DG) assignments: This is a studio course involving a combination of lecture, project activities, and discussion of assigned readings. Staying on top of the reading assignments is essential in order to be informed and make contributions during in-class discussions and activities. These readings will reference and introduce concepts and vocabulary that may at times be unfamiliar and so require students to do independent research. This will be expected.

Fifteen percent of the grade will be based on engagement and consistent attendance. The balance of the grade will be determined by several projects undertaken over the 15 week course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Response 1</td>
<td>Take-home / in class</td>
<td>RR1</td>
<td>5</td>
</tr>
<tr>
<td>Game Response 1</td>
<td>Take-home / in class</td>
<td>GR1</td>
<td>5</td>
</tr>
<tr>
<td>Game Response 2</td>
<td>Take-home / in class</td>
<td>GR2</td>
<td>5</td>
</tr>
<tr>
<td>Reading Response 2</td>
<td>Take-home / in class</td>
<td>RR2</td>
<td>5</td>
</tr>
<tr>
<td>Game Response 3</td>
<td>Take-home / in class</td>
<td>GR3</td>
<td>5</td>
</tr>
<tr>
<td>Classic Game Proposal</td>
<td>Take-home / in class</td>
<td>GP</td>
<td>20</td>
</tr>
<tr>
<td>Game Maker Exercise 1</td>
<td>Take-home / in class</td>
<td>G1</td>
<td>5</td>
</tr>
<tr>
<td>Game Maker Exercise 2</td>
<td>Take-home / in class</td>
<td>G2</td>
<td>5</td>
</tr>
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<td>Game Maker Exercise 3</td>
<td>Take-home / in class</td>
<td>G3</td>
<td>10</td>
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<td>Final Game</td>
<td>Take-home / in class</td>
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<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td>85</td>
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</tbody>
</table>

Notes on the grading criteria: Work will be evaluated according to the following criteria:
- Understanding and interpretation of readings
- Research and Analysis of related issues
- Contribution to in-class discussion

The DG assignments: What follows are brief descriptions of the DG assignments students will be doing over the course of the term. Detailed instructions will be provided in-class. Without a physician’s or counselor’s note, late assignments will not be accepted and so will receive a grade of 0.

**Game Play Responses Assignments**
During the first few weeks of the class we will be learning and reading about video games. Students will be assigned various readings and additional homework that requires them to play games that illustrate both the history and the mechanics of our topic. Students will then write response papers that relate these games and readings back to the lectures and in-class discussions. These papers should be no longer than two pages in length and each assignment will address a particular topic outlined by the professor in class.

**Classic Game Proposal**
During the course of the semester students will be playing a good deal of vintage video games. The midterm project will be to develop a design statement involving the concept, core mechanic and basic assets for a 2D level based game. A written design proposal for this project will be handed in, and a formal presentation given to the class.

*Proposal*
A short group presentation detailing the goal of the game, its core mechanics, narrative and precedents will be expected.

*Ruleset and Mechanics*
A final set of rules for the game will be required, as well as a set of visual assets, which help to describe the game's character and level by level play.

**GameMaker Workshop**
The last third of the course will be spent focusing on learning how to develop games in an open source game engine called Game Maker. The class will cover the core concepts of scripting, character design and simple game mechanics. Students will be required to complete short exercises and develop a small "gamelet" that demonstrating a small game interaction.
Participation: A student’s participation grade is based primarily on their attendance and participation in class. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students will have 1 participation points deducted. More than three absences will amount to a failure, as a student may not earn less than 0 participation points.

Academic policies (from Catalogue): Hostos Community College believes that developing student’s abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied, and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.

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Plagiarism (from Catalogue): Plagiarism is a form of cheating which occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc. referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one's own constitutes an act of plagiarism.

Bribery (from Catalogue): In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his/her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score or other academic favor, shall also be handled as per the Sexual Harassment procedures of the College.

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The maximum number of absences is limited to 15% of the number of scheduled class hours per semester and a student absent more than the indicated 15% is deemed excessively absent. Attendance is monitored from the first official day of classes. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings.

Absences due to late registration, change of program, or extenuating circumstances will be considered on an individual basis by the instructor. Each department and program may specify in writing a different attendance policy. Instructors are required to keep an official record of student attendance and inform each class of the College’s or department attendance policy.

NOTE:
- Any work missed during any period of absence must be made up by the student.
- To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class.
Course schedule:
Readings must be completed for each class. Not all assigned texts will be discussed in class or covered in the class lectures.

<table>
<thead>
<tr>
<th>Week</th>
<th>Project Due</th>
<th>ROOM</th>
<th>TOPIC</th>
<th>Read for today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>C-516</td>
<td>Discussion:</td>
<td>Roger Caillois, <em>Man, Play and Games</em>, Chapters 1-2, pages 3-36</td>
</tr>
</tbody>
</table>
| 2    | RR1         | C-516| Discussion: | Steven Poole, *Trigger Happy*, Chapter 2, pages 15-44  
Pong – [http://www.xnet.se/javaTest/jPong/jPong.html](http://www.xnet.se/javaTest/jPong/jPong.html)  
| 3    | GR1         | C-516| Discussion: | Mark Wolf, *The Medium of the Video Game*, Chapters 3-4, pages 51-91  
Pole Position; Pitfall!; Pac-Man Adventure; Doom - [http://takegame.com/shooter/htm/doom1.htm](http://takegame.com/shooter/htm/doom1.htm) |
| 4    | GR2         | C-516| Discussion: | Steven Poole, *Trigger Happy*, Chapters 7, pages 137-1  
Super Mario Brothers  
Madden NFL 94 |
| 5    | RR2         | C-516| Discussion: | Jesper Juul, *Half-real*, Chapter 4, pages 121-162  
| 7    | GR3         | C-516| Discussion: | No reading |
| 8    |             | C-516| Discussion: | Roger Caillois, *Man, Play and Games*, Chapter 3, pages 37-41  
| 9    |             | C-516| Discussion: | Jim Gee, *What video games have to teach us about learning and literacy*, Chapter 2, pages 13-50  
SimCity |
| 10   | GP          | C-516| Presentation: Classic Game Proposals | No Reading |
| 11   |             | C-516| Discussion: | No Reading |
| 12   | G1          | C-516| Discussion: | No Reading |
| 13   | G2          | C-516| Discussion: | No Reading |
| 14   | G3          | C-516| Discussion: | No Reading |
| 15   | G4          | C-516| Presentation: Game Builder Game | No Reading |
Game Design 205 – Game Programming

Credits: 3, Hours 3
Prerequisites: Game Design 101, Game Design 105, Digital Design 112

Course description: This course is a continuation of programming concepts introduced to students in GD105 Introduction to Action Script Programming. Here students will work on foundational fundamentals of programming to focus on the creation of games using Adobe Flash. Students will build a familiarity with programming concepts such as variables, scope, iteration, conditionals as well as basic animation techniques, and with these tools they will create a series of game interactions in preparation for conceptualizing and building a final small online game. This course also covers Artificial Intelligence, Collision, and Physics algorithms as well as teaching students how to incorporate pre-built programming libraries into the Flash Environment.

Course objectives: By the end of the course, students will have learned:
- A greater familiarity with the Flash development environment
- A fundamental understanding of the core concepts of programming
- Stronger technical and conceptual design skills
- Better collaborative methodologies
- A greater familiarity with game design methodology, concepts and development.

Required readings:

Expected: While this class has not been designated as ‘web-enhanced,’ it is expected that students wishing to take full advantage of the class have:
- Familiarity with the Internet;
- Access to the Internet from home or elsewhere
- An active Hostos email account, which they check daily.

Due dates: Late assignments will not be accepted without a note from a physician or counselor.

Grading:

<table>
<thead>
<tr>
<th>Projects</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Grades:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-60</td>
<td>F</td>
</tr>
</tbody>
</table>

There is no R grade in this course.

Game Programming (GP) assignments: This is a studio course involving a combination of lecture, project activities, and discussion of assigned readings. Staying on top of the reading assignments is essential in order to be informed and make contributions during in-class discussions and activities. These readings will reference and introduce concepts and vocabulary that may at times be unfamiliar and so require students to do independent research. This will be expected.

10% of the grade will be based on engagement and consistent attendance. The balance of the grade will be determined by several exercises and projects undertaken by students over the 15 week course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Exercise 1</td>
<td>Take-home / in class</td>
<td>CE1</td>
<td>5</td>
</tr>
<tr>
<td>Code Exercise 2</td>
<td>Take-home / in class</td>
<td>CE2</td>
<td>5</td>
</tr>
<tr>
<td>Code Exercise 3</td>
<td>Take-home / in class</td>
<td>CE3</td>
<td>5</td>
</tr>
</tbody>
</table>
### Matching Game Exercise
- Take-home / in class
- GE1 10

### Memory Game Exercise
- Take-home / in class
- GE2 10

### Air Raid Game Exercise
- Take-home / in class
- GE3 10

### Final Game Proposal
- Take-home / in class
- FG1 5

### Final Game Prototype 1
- Take-home / in class
- FG2 5

### Final Game Prototype 2
- Take-home / in class
- FG3 5

### Final Game Prototype 3
- Take-home / in class
- FG4 20

### Final Game Presentation
- Take-home / in class
- FG5 10

| Total | 90 |

### Notes on the grading criteria:
Work will be evaluated according to the following criteria:
- Understanding and interpretation of readings
- Research and Analysis of related issues
- Contribution to in-class discussion

### The DG assignments:
What follows are brief descriptions of the DG assignments students will be doing over the course of the term. Detailed instructions will be provided in-class. Without a physician’s or counselor’s note, late assignments will not be accepted and so will receive a grade of 0.

#### Coding Exercises:
The first third of this class we involve reviewing and learning more fundamentals of programming in Action Script 3.0. Students will be expected to complete a series of coding exercises both in class and as homework to further their understanding of game programming and to be able to talk through coding challenges in pseudo code. Exercises are to be completed in time for review at the start of class. Students arriving with incomplete exercises will not be given credit for the assignment.

#### Game Exercises:
This class will focus a great deal of attention on the production, coding and testing of three small game examples. Students will be expected to recreate these examples on their own and be able to talk through the code as pseudo code. Students arriving with incomplete exercises will not be given credit for the assignment.

#### Final Game Proposal:
Each student will prepare a small game proposal in the form of a short formal presentation. These presentations will detail the goal of their game, its core mechanic, the narrative, coding strategy, assets needed to build, and precedents being referenced. The class will review and critique these proposals and students will spend the last third of the semester building and testing their games.

#### Final Game Proposal:
Students will develop and test three iterations of their game design over the remainder of the term. These will come in the form of the following prototypes:
- The first prototype should demonstrate the student’s ability to develop and code the game's core mechanic.
- The second prototype should introduce graphic assets to the game and have developed other game assets (timer, score, health).
- The third and final prototype should have a refined core mechanic, working visual assets, and the larger game environment (start screen, game over, score, sounds, etc.) put in place. This prototype will require observed and recorded play testing for final presentation and critique the last day of classes.

#### Final Game Presentation:
For the last day of the class, students will be required to give a formal presentation of their final game design, its precedents, concept, various iterations, and testing for critique and review.

### Participation:
A student’s participation grade is based primarily on their attendance and participation in class. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students will have 1 participation points deducted. More than three absences amounts to a failure, as a student may not earn less than 0 participation points.
**Academic policies (from Catalogue):** Hostos Community College believes that developing student's abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied, and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.

**Cheating (from Catalogue):** In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in act of cheating and by discouraging others from doing so.

**Plagiarism (from Catalogue):** Plagiarism is a form of cheating which occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc. referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one’s own constitutes an act of plagiarism.

**Bribery (from Catalogue):** In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his/her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score or other academic favor, shall also be handled as per the Sexual Harassment procedures of the College.

**College attendance policy (from Catalogue):** Students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official schedule of classes. Arrival in class after the scheduled starting time constitutes lateness.

The maximum number of absences is limited to 15% of the number of scheduled class hours per semester and a student absent more than the indicated 15% is deemed excessively absent. Attendance is monitored from the first official day of classes. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings.

Absences due to late registration, change of program, or extenuating circumstances will be considered on an individual basis by the instructor. Each department and program may specify in writing a different attendance policy. Instructors are required to keep an official record of student attendance and inform each class of the College's or department attendance policy.

**NOTE:**
- Any work missed during any period of absence must be made up by the student.
- To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class.

**Course schedule:** Readings must be completed for each class. Not all assigned texts will be discussed in class or covered in the class lectures.

<table>
<thead>
<tr>
<th>Week &amp; Class</th>
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<th>ROOM</th>
<th>TOPIC</th>
<th>READ FOR TODAY</th>
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</thead>
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<td>Discussion: Class Introduction, Flash &amp; Game Development</td>
<td>No reading</td>
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<td>2</td>
<td>CE1</td>
<td>C-516</td>
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<td>Rosenzweig: ActionScript Game Programming Strategies</td>
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<tr>
<td>3</td>
<td>CE2</td>
<td>C-516</td>
<td>Programming Concepts: Loops</td>
<td>Rosenzweig: Basic ActionScript Concepts</td>
</tr>
<tr>
<td>4</td>
<td>CE3</td>
<td>C-516</td>
<td>Programming Concepts: Functions</td>
<td>Rosenzweig: Basic ActionScript Concepts</td>
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<tr>
<td>5</td>
<td></td>
<td>C-516</td>
<td>Programming Concepts: Arrays</td>
<td>Rosenzweig: Basic ActionScript Concepts</td>
</tr>
<tr>
<td>6</td>
<td>GE1</td>
<td>C-516</td>
<td>Programming Concepts: Data Objects</td>
<td>Rosenzweig: Arrays and Data Objects</td>
</tr>
<tr>
<td>7</td>
<td>GE2</td>
<td>C-516</td>
<td>Programming Concepts: Game Animation 1</td>
<td>Rosenzweig: Arrays and Data Objects</td>
</tr>
<tr>
<td>8</td>
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<td>C-516</td>
<td>Programming Concepts: Game Animation 2</td>
<td>Rosenzweig: Time-Based Animation</td>
</tr>
<tr>
<td>9</td>
<td>GE3</td>
<td>C-516</td>
<td>Programming Concepts: Game Animation 3</td>
<td>Rosenzweig: Coding-Based Animation</td>
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<td>10</td>
<td>FG1</td>
<td>C-516</td>
<td>Programming Concepts: Testing and Debugging</td>
<td>Rosenzweig: Using Math to Rotate and Move Objects</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>C-516</td>
<td>Presentation: Final game Proposal</td>
<td>Rosenzweig: Testing</td>
</tr>
<tr>
<td>12</td>
<td>FG2</td>
<td>C-516</td>
<td>Production: ProtoType1/Testing</td>
<td>No Reading</td>
</tr>
<tr>
<td>13</td>
<td>FG3</td>
<td>C-516</td>
<td>Production: ProtoType2/Testing</td>
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<td>14</td>
<td>FG4</td>
<td>C-516</td>
<td>Production: ProtoType3/Testing</td>
<td>No Reading</td>
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<td>15</td>
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<td>C-516</td>
<td>Presentation: Final Game</td>
<td>No Reading</td>
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</table>
Game Design 210 – Game Studio

Credits: 3, Hours: 3
Prerequisites: GD101, GD105, DD112

Course description: This course focuses first on introducing students to how small and large scale game development takes place in the games industry. Students study the different career paths within a company, the development cycle, game marketing and peripheral game markets. Then students develop a group project where in the class creates a casual game from initial concept to launch on the Web using Flash. Over the course of the semester students are introduced to the principles of developing a project and character design, programming games as well as testing game play in order to understand methods of quality assurance.

Course objectives:
By the end of the course, students will have learned:
- About the different possible career paths available within the Games Industry
- About the Game Production process and development cycle
- Stronger Collaborative Design practice
- Game Design Methodologies, concepts, and development.

Suggested readings:

Expected: While this class has not been designated as ‘web-enhanced,’ it is expected that students wishing to take full advantage of the class have:
- Familiarity with the Internet;
- Access to the Internet from home or elsewhere
- An active Hostos email account, which they check daily.

Due dates: Late assignments will not be accepted without a note from a physician or counselor.

Grading:
Projects 85
Participation 15
Total 100

Grades:
90-100 A
80-89 B
70-79 C
60-69 D
0-60 F

There is no R grade in this course.

Game Studio (GS) assignments:
This is a studio course involving a combination of lecture, project activities, and discussion of assigned readings. Staying on top of the reading assignments is essential in order to be informed and make contributions during in-class discussions and activities. These readings will reference and introduce concepts and vocabulary that may at times be unfamiliar and so require students to do independent research. This will be expected.

15% of the grade will be based on engagement and consistent attendance. The balance of the grade will be determined by several projects undertaken over the 15 week course.
### Assignment Details

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<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Date</th>
<th>Points</th>
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<td>Reading Response 2</td>
<td>Take-home / in class</td>
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<td>Take-home / in class</td>
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<td>Reading Response 4</td>
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<td>Game Designer Presentation</td>
<td>Take-home / in class</td>
<td>GDP</td>
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<td>Game Proposal</td>
<td>Take-home / in class</td>
<td>GP</td>
<td>10</td>
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<tr>
<td>User Testing Report 1</td>
<td>Take-home / in class</td>
<td>UT1</td>
<td>5</td>
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<td>User Testing Report 2</td>
<td>Take-home / in class</td>
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<td>5</td>
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<td>User Testing Report 3</td>
<td>Take-home / in class</td>
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<td>Final Game</td>
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<td>30</td>
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<td><strong>Total</strong></td>
<td></td>
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**Notes on the grading criteria:** Work will be evaluated according to the following criteria:
- Understanding and interpretation of readings
- Research and Analysis of related issues
- Contribution to in-class discussion

**The GS assignments:** What follows are brief descriptions of the GS assignments students will be doing over the course of the term. Detailed instructions will be provided in-class. Without a physician’s or counselor’s note, late assignments will not be accepted and so will receive a grade of 0.

**Game Reading Responses**
During the first half of the class students will be observing lectures on and reading about game production methodologies. The first four assignments will be to write response papers that relate the concepts covered in the lectures with those in the readings. These papers should be no longer than two pages in length and each assignment will address particular topic dictated by the professor.

**Game Designer Presentation**
For this project students will be required to create a presentation that focuses on one important game designer and their contribution to the field. The presentation should cover the designer's background, inspiration, methodology, noted game titles and what else they are noted for within the industry. Students will be required to read at least two interviews with the designer and provide at least 4 other references for their presentation.

**Game Proposals**
Each student will prepare a casual game proposal in the form of a short presentation. These presentations will detail the goal of a game that they have devised, its core mechanic, narrative, and what assets will be needed to build it. In addition it will be important for students to outline and describe influential precedents being referenced. The entire class will review the proposals in order to select two games, which they will form into groups in order to build over the course of the remainder of the semester.

**Final Game**
Over the second half of the semester the class will break down into two or more production teams with the task of designing, building, testing and launching a casual game built in Flash. Each group will be broken down into members representing the following development roles:
- Game Designer
- Programmer
- Artist
- Audio Engineer
- User Testing / Marketing

Students will be responsible for developing their games in a series of four prototypes and for user testing their games at each of these milestones. The user testing will be documented by the group in a series of reports that will be turned in and evaluated by the professor. The structure and
documentation for these tests will be covered in class. At the end of the nine week development cycle, each group will be expected to have a final playable game launched online and will be asked to put together a short presentation documenting their development process for critique.

**Participation:** A student’s participation grade is based primarily on their attendance and participation in class. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students will have 1 participation points deducted. More than three absences amounts to a failure, as a student may not earn less than 0 participation points.

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**NOTE:**
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Course schedule:
Readings must be completed for each class. Not all assigned texts will be discussed in class or covered in the class lectures.

<table>
<thead>
<tr>
<th>Week</th>
<th>Project Due</th>
<th>ROOM</th>
<th>TOPIC</th>
<th>Read for today</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>C-516</td>
<td>Discussion: Introduction to Class History of Game Production</td>
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<tr>
<td>2</td>
<td>RR1</td>
<td>C-516</td>
<td>Discussion: Preproduction &amp; Game Design</td>
<td>McCarthy: Game Design for the 21st Century</td>
</tr>
<tr>
<td>3</td>
<td>RR2</td>
<td>C-516</td>
<td>Discussion: Programming &amp; Level Design</td>
<td>McCarthy: The Preproduction Stage+ Game Design</td>
</tr>
<tr>
<td>4</td>
<td>RR3</td>
<td>C-516</td>
<td>Discussion: Art &amp; Audio</td>
<td>McCarthy: Chapter 11&amp;12</td>
</tr>
<tr>
<td>5</td>
<td>RR4</td>
<td>C-516</td>
<td>Discussion: Testing</td>
<td>McCarthy: Chapter 13&amp;14</td>
</tr>
<tr>
<td>6</td>
<td>GDP</td>
<td>C-516</td>
<td>Discussion: Game Designer Project</td>
<td>McCarthy: Chapter 17</td>
</tr>
<tr>
<td>7</td>
<td>GP</td>
<td>C-516</td>
<td>Presentation: Game Proposals</td>
<td>No reading</td>
</tr>
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<td>8</td>
<td></td>
<td>C-516</td>
<td>Discussion: Core Mechanic Prototype One Testing</td>
<td>No reading</td>
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<tr>
<td>9</td>
<td>UT1</td>
<td>C-516</td>
<td>Discussion: Art Development Programming planning</td>
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<tr>
<td>10</td>
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<td>C-516</td>
<td>Discussion: Prototype Two Testing</td>
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<tr>
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<td>Discussion: Art Refinement Audio Development</td>
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<td>C-516</td>
<td>Discussion: Prototype Three Testing</td>
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<td>13</td>
<td>UT3</td>
<td>C-516</td>
<td>Discussion: Marketing / Promoting</td>
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<td>14</td>
<td></td>
<td>C-516</td>
<td>Discussion: Prototype Four Testing</td>
<td>No Reading</td>
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<tr>
<td>15</td>
<td>FG</td>
<td>C-516</td>
<td>Presentation: Final Game Launch</td>
<td>No Reading</td>
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</tbody>
</table>
Eugenio Maria de Hostos Community College

Digital Design

Digital Design 101 Introduction to the Digital Toolbox
3 credits 3 hours
This course provides students with a foundational understanding of the essential software for beginning their careers as digital designers. These will include the Adobe Creative Suite software (Photoshop, Illustrator, ImageReady, & InDesign), Apple’s iMovie, Garageband, and KeyNote as well as Microsoft’s Power point. The class will provide an overview of the various interface elements and program capabilities through a variety of engaging design projects. The course allows students who are considering pursuing that Associates degree in Digital design to sample the many different possible directions and methodologies that they might follow.

Digital Design 102 Media Design in the Digital Age
3 credits 3 hours
This course provides students with a foundational understanding of new media, its definitions, and potential design. We will explore the basic principles and constructions methods as well as historical precedents to digital based media. Along the way students will gain a better understanding of how computers and their systems work, and be exposed to some of the leaders in digital art and design, as well as being exposed to examples of these leader’s work and their resulting impact on the medium.

Digital Design 103/VPA 133: Digital Photography
3 credits 3 hours
This course introduces students to the basic technical skills necessary for using a digital camera and image editing software. Students will develop artistic skills in photography through experience in creating, observation and critical consideration of photography. Throughout the semester, students will be expected to photograph consistently, present assignments and projects in class, and thereby develop their understanding of, and confidence in, using digital tools and media. Class time will consist of lectures, demonstrations, critique of student work, and lab work. Grading will be determined by participation in these activities, performance on projects presented as well as midterm and final technical exams. These exams will consist of exercises to ensure the understanding of basic camera functions and digital imaging skills. Students will be expected to take advantage of their access to the digital lab’s open hours. Credit will not be granted for both DD 103 and VPA 133.

Digital Design 104 Color Theory & Design
3 credits 3 hours
This course provides students with a foundational understanding of color from the perspective of design, and help students to recognize how color choices can enhance or undermine an intended message. The class will explore the basic principles of color theory as well as its history theorists, and students will learn to apply this information to the practice of graphic design through projects and brief research papers.

Digital Design 105 2D Design
3 credits 3 hours
This course will help students to build a familiarity with the use of point, line, shape, texture and color in order to create designs that build a sense of space, time and motion. Knowledge of these tools and how they work will help them to better understand design for 2D mediums such as screen based and print media as well as photography and film. Students will develop important familiarity with concepts of harmony, scale and proportion, contrast and emphasis, as well as rhythm by means of exercises and readings. These readings and exercises will help them to realize these important concepts in their work as digital designers.

Digital Design 106 Introduction to Usable Design
3 credits 3 hours
This course will explore primary issues relating to usability studies, why they are necessary, their application, and their influence on design. Students will investigate various methods of conducting usability studies for original designs through testing scenarios and heuristic analysis. Students will then analyze their collected data and learn to apply that data to their own (and each other’s) designs. The final assignment will revolve around the 200 presentation of a paper analyzing a design of their own, the testing process and the influence of testing on that design.

Digital Design 107 Concepts in Animation
3 credits 3 hours
Prerequisites: VPA 121 Painting & Drawing; DD 101 Introduction to the Digital Toolbox
This course introduce students to principles and techniques of animation. With emphasis on process, experimentation, and critical thinking, students will explore techniques for depicting movements, expression and emotion through an assortment of projects working with traditional and digital animation techniques. Projects will involve physical movement, narrative structure, character development, sound design, and considerations of perspective. By terms end each student will have the beginnings of a sophisticated animation portfolio.
Digital Design 111 Introduction to Sound Design
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
This course is an introduction to audio production and sound design. Students will focus on the importance of listening as a means for developing an understanding of music while utilizing audio tools to build their own creative sound works from scratch. The course will cover concepts such as designing sound for music and multimedia with attention to physical acoustics, analog and digital recording tools including dynamic processors and effects units, techniques for recording and editing with various popular audio outboard gear and computer software packages, mixing, editing, etc.

Digital Design 112 Introduction to Web Design
3 credits 3 hours
Prerequisite: ESL 91 / ENG 91
This course introduces Web design principles and basic programming techniques for developing effective and functional Websites. The course provides students with a foundation in the fundamentals of Internet technology and web authoring using current Web authoring software. Course work will emphasize information design, hierarchical and navigational models, usability considerations, and performance issues. The course will familiarize students with hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting, as well as Adobe’s Dreamweaver & Flash.

Digital Design 113 Introduction to Motion Graphics
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age
This course introduces Students to Motion graphics by means of an overview of digital video techniques. Students will gain insight into filmmaking, editing, titling and special effects through critical viewing, lectures, inclass exercises, and creative projects.

Digital Design 114 Digital Illustration
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 112 introduction to Web design (suggested).
This course introduces Students to illustration process, consideration and implementation in the digital environment with a firm grounding in design. The course will be covering historical precedents, illustrative techniques, and stylistic 2D approaches, as well as software and hardware considerations.

Digital Design 201 Communication Design
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
This course will explore primary issues relating to communication design, its practice and application. Students will be introduced to conceptual approaches to the field, as well as to various methodologies and points of consideration, which will assist them in their practice as designers in all media. Projects involving research and analysis, as well as practical application will allow students to put into practice what they have learned.

Digital Design 202 Digital Video with Final Cut Pro
3 credits 3 hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 113 Introduction to Motion Graphics.
This class is designed to build a strong foundation in all aspects of digital video production and editing. Students will learn everything from basic editing skills to creating transitions and motion effects, realtime color correcting, titling techniques, editing multi-camera projects, and outputting video for a wide array of mediums. Projects will help students to develop their strengths, explore new forms if visual expression and experience the thrill of creating their own professional quality video projects.

Digital Design 203 Digital Photography for Design
3 Credits 3 Hours
Prerequisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media design in the Digital Age; DD 103 Digital Photography.
This course helps students to refine their technical skills for using digital cameras and digital imaging software, and to further develop students’ individual style in photography through experience in creating, looking at and talking about photography. In addition the class will consider the photograph from a designer’s perspective. Throughout the semester, students are expected to photograph consistently, present assignments and projects in class, and develop their understanding and confidence in using digital tools and media. Class time will consist of lecture, demonstrations, discussions of student work, and lab time. Students will have the opportunity to show their work for the critique throughout the semester. There will also be a midterm and final technical exam. Each exam consists of exercises to ensure the understanding of camera functions and digital imaging skills. Students are expected to take advantage of their access to the digital’s lab open hours.
Digital Design 204 Typographic Principles
3 Credits 3 Hours
Prerequisites: DD 101 Introduction to the Digital Toolbox
This course provides students with a foundational understanding of typography, its history, principles, considerations, and techniques. Bridging the gap between visual design and language, typography is one of the most important elements of graphic and digital design. It is often used yet seldom understood, and so this course strives to help the design student understand the effect of well used typography in addition to and poorly used typography. The course will explore the power of communication that the letter form holds, and the rules that guide a typographer’s hand. Through a series of reading and exercises, students will gain 202 insight into the world of typography and begin designing letter forms of their own.

Digital Design 205 3D Design
3 Credits 3 Hours
Prerequisites: VPA 121 Painting and Drawing I; DD 101 Introduction to the Digital Toolbox; DD 105 2D Design.
This course introduces students to three dimensional design through a series of informative readings, enlightening gallery/museums visits, and by means of design projects exploring the issues and techniques discovered. Particular attention will be paid to the importance of forms and objects in space and time, how three dimensional constructs inform, and how they dialogue with the world around them.

Digital Design 207 Introduction to Maya
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD107 Concepts in Animation; DD205 3D Design
This class introduces students to the powerful 3D animating program Maya with a series of exercises and projects created to develop a strong foundation with the program. Students will develop necessary modeling, rigging, and animating skills, as well as solid understanding of the program’s complex interface. Along the way students will be exposed to stronger project development experience as well as more complex issues dealing with 3D design.

Digital Design 208 Sound Design in Context
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD108 Introduction to Sound Design; DD113 Introduction to Motion Graphics
This course exposes students to more hands-on experience with sound design and digital audio technologies by means of a number of projects meant to enhance their contextual understanding of production methodologies. The course focuses on dealing with concepts and procedures related to designing sound for animation, film, and multimedia applications. It will provide students with greater experience using digital recorder tools including microphones, dynamic processors and effects units, as well as techniques for recording and editing with various popular audio outboard gear and computer software packages, mixing, editing, etc.

Digital Design 301 Advanced Digital Illustration
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD112 Introduction to Web Design (suggested); DD 114 Digital Illustration.
This course takes illustration students on in-depth explorations of illustration process, technique and implementation in the digital environment. It will introduce students to a number of modern illustrators, their work, and their techniques by means of readings, gallery visits, and tutorial exercises.

Digital Design 298 – Independent Study
Pre-requisites: DD101, One additional Digital Design course, and the approval of the program coordinator.
1 Credit, 1 Hour
The digital independent study credits have been designed to provide students in digital design and animation, professional and practical experience in their field of study.

Digital Design 299 – Independent Study
Pre-requisites: DD 298 and the approval of the program coordinator.
1 Hour, 1 Credit
The digital independent study credits have been designed to provide students in digital design and animation, professional and practical experience in their field of study.

Digital Design 302 Advanced Web Design
3 Credits 3 Hours
Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media design in the Digital Age; DD105 2D Design; DD106 Introduction to Usable Design; DD112 Introduction to Web Design; DD113 Introduction to Motion Graphics (advised); DD201 Communication Design.
This course starts off where Introduction to Web Design (DD112) let off enhancing students’ understanding of web design principles and programming techniques for developing exciting Web content. The course explores more conceptual issues such as whether authoritative online content can be recognized, issues of anonymity and socialization in online culture, and the inherent ramifications of universally accessible information on larger social networks such as nations and states. Students will be asked to explore on-line communities, develop web
 personas, and create creative and experimental content to enhance and augment this personality.

**Digital Design 305 After Effects**

*3 Credits 3 Hours*

*Pre-requisites: DD 101 Introduction to the Digital Toolbox; DD 102 Media Design in the Digital Age; DD 113 Introduction to Motion Graphics*

This course is an introductory After Effects class designed to develop fluency in visual expression within time based digital environments. Students will gain a solid foundation in motion graphic and effect techniques that will enhance their creative expressions. Complementary relationships between commercial and fine arts work will also be explored.

**Digital Design 307 Advanced Maya**

*3 Credits 3 Hours*

*Prerequisites: DD101 Introduction to the Digital Toolbox; DD102 Media Design in the Digital Age; DD107 Concepts in Animation; DD113 Introduction to Motion Graphics; DD205 3D Design; DD207 Introduction to Maya.*

In this class students will explore the animation program Maya to a far deeper extent than previously experienced in its prerequisite class Introduction to Maya. Students will explore rigging, animating and rendering their own animations short, as well as developing techniques in lighting, skinning, texturing and painting their creations.

**HOSTOS FACULTY**

Rees E. E. Shad, Assistant Professor, Department of Humanities, Visual & Performing Arts, MFA, MS, BA

Catherine Lewis, Assistant Professor, Department of Humanities, Digital Design and Animation, MFA, BA

Andrew London, Adjunct Lecturer, Department of Humanities, Digital Design and Animation, BFA

Sarah Sandman, Substitute Assistant Professor, Department Of Humanities Digital Design and Animation, MFA, BFA

Nicole DiDio Johnson, Adjunct Assistant Professor, Department of Humanities, Digital Design and Animation, MFA, BFA

Matthew Bethancourt, Adjunct Assistant Professor, Department of Humanities, Digital Design and Animation, MFA, BA

Daniel Willig, Adjunct Assistant Professor, Department of Humanities, Digital Design and Animation, MFA, B.A.

Milton Stevenson, Adjunct Assistant Professor, Department of Humanities, Digital Design and Animation, MFA, B.A.

Chester Dean, Adjunct Assistant Professor, Department of Humanities, Digital Design and Animation, MA, B.A.
April 13th, 2010

Prof. Catherine Lewis
Hostos Community College
500 Grand Concourse
Bronx, NY 10451

Dear Professor Lewis,

After reviewing the Hostos Community College proposal for an Associate in Applied Science degree in Game Design, I am pleased to support an articulation agreement for Hostos graduates who wish to complete a Bachelor of Technology in Communication Design (B.Tech) at New York City College of Technology.

We will begin working on the formal agreement during the fall 2010 semester. I strongly support this collaboration because of the opportunity that will be afforded the students of Hostos, and I look forward to working with you this fall.

Sincerely,

Mary Ann Biehl
Chairperson
Department of Advertising Design & Graphic Arts
New York City College of Technology
300 Jay Street, Namm 1126
Brooklyn, NY 11201
mbiehl@citytech.cuny.edu
718-260-5175
Prof Rees Shad  
Coordinator Digital Programs  
Hostos Community College  
500 Grand Concourse  
Bronx, NY 10451

Dear Professor Shad,

After reviewing the Hostos Community College proposal for an Associate in Applied Science degree in Game Design, I am pleased to support your proposal for Hostos Community College (HCC) to offer the degree. I feel confident that many of our students here at Bronx High School for the Visual Arts would not only be very excited about attending such a program, but would greatly benefit from the experience.

Game design is a field that has undergone enormous growth in recent years and has come to offer a host of career opportunities. I believe that these career opportunities matched with students’ genuine interests in the topic will result in your program being very successful. I would like to sit down with you and discuss how we might work together to develop an articulation agreement between our programs to enable our students to most effectively transition into the program.

Sincerely,

Dr. George York, Principal  
Bronx High School for the Visual Arts  
2040 Antin Place  
Bronx, NY 10462  
(718) 319-5160
November 10, 2010

Professor Rees Shad
Digital Design & Animation
Visual & Performing Arts
Humanities Department
Hostos Community College
500 Grand Concourse
Bronx, NY 10451

Dear Professor Shad:

After reviewing the Hostos Community College proposal for an Associate in Applied Science degree in Game Design, I am pleased to write that I would consider these graduates for various positions such as Game Play and Game Level Designer, 3D Animators and similar roles, positions we currently utilize in game development at Small Planet Digital, a company specializing in custom app and game development for mobile devices.

We currently have an intern from RIT’s Game Design and Development program working with us and earning college credit, and we have hired two new graduates (2010 grads) from collegiate Game Development programs in the past six months. These full-time, entry-level positions have a starting salary of $65,000 per year. I would also consider students from Hostos for similar internship and employment opportunities, if they were studying a curriculum similar to the one I reviewed in the proposal.

Sincerely,

Gavin Fraser
CEO, Small Planet Digital
Playmatics
A company that creates highly engaging games, media, user experiences and applications on the Internet, as part of social media networks, and on a variety of connected platforms.

The company is headquartered in the Chelsea neighborhood of New York City with an additional base in San Francisco.

2D Game & Interface Artist
Playmatics
new york NY 10011 USA
Full Time, Contract, Project/Temporary

Job Description: GO TOP
Game Artist
Location: New York, New York

Description:
New York City-based Playmatics is interested in hiring a Game Artist This is a great opportunity for experienced game artists to work on some fun gaming and interactive entertainment experiences. If you are a smart, very highly motivated self-starter who has a passion for gaming, social media and interactive entertainment, and you are looking for a job in New York City, then you need to talk to us.

Required Skills:
• Photoshop
• Flash
• Illustrator
• Experience polishing a product to perfection
• Must be strong on Concept Design
• Strong color skills
• User Interface and Information Design skills desired
• Must be able to match art style to game tone and audience

Ideal candidates:
• Have already worked on a few games that have launched – or have some other relevant interactive media experience.
• Have an active awareness and interest in games (especially casual, social and mobile games), interface and character design.
• Can draw without the assistance of a computer
• Like making art for the casual, social and mobile games audiences (as opposed to making art for games like Half-Life)
• Understand the technical issues related to prepping, organizing, and optimizing art for use in games – whether online or for downloaded executables.
• You know how to create art assets that can be re-used and re-combined inside a game to save on filesize and optimize loading time and also the user experience.
• Are passionate about their work, comfortable working in small teams, open to feedback, and meticulous in terms of quality of the art they produce.
• Are organized and great communicators

Interested in Applying?
If you are interested in applying, please email contact@playmatics.com with your URLs and resume. In your cover letter, please feel free to indicate the following:
• Which game titles you’ve worked on, if any.
• Send us a link to your online portfolio showing your BEST WORK
• Would you describe yourself more as a character artist/illustrator or more of an interface artist?
• When can you start?

If interested, please send your resume, any online portfolio, salary requirements, and earliest start date to contact@playmatics.com with the subject line “Game Artist”. You must be legally qualified to work in the United States to be considered for this and any position at Playmatics.

Playmatics is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, gender, age, national origin, disability, veteran status, sexual orientation or any other classification protected by Federal, State or local law.

This job listing originated on Gamasutra.com, the game industry’s leader.

<table>
<thead>
<tr>
<th>Job Details: GO TOP</th>
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<tr>
<td>Categories: Art / Animation</td>
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<tr>
<td>Job Level: Senior</td>
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<td>Platforms: Online Multiplayer, Browser Based Games, Mac OS X, Windows, Mobile phone</td>
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<th>Contact Information: GO TOP</th>
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<tr>
<td>Contact Name: Margaret Wallace</td>
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<tr>
<td>Email: <a href="mailto:contact@playmatics.com">contact@playmatics.com</a></td>
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<td>Phone: 4152353235</td>
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<td>Job Code: 2D Ga</td>
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About Gameloft

Gameloft is a leading international publisher and developer of downloadable video games. For 10 years, Gameloft has been established as one of the top innovators in its field. The company creates games for mobile phones, smartphones, iPhone, iPod touch and iPad. Gameloft games are also available to players on WiiWare®, DSiWare, Microsoft® Xbox LIVE® Arcade and PlayStation®Network.

Partnership agreements with leading licenses such as UNO®, Ferrari®, Shrek®, CSI™, Spider-Man® Iron Man®, and Brothers in Arms® allow Gameloft to form strong relationships with international brands. In addition to the partnerships, Gameloft owns and operates titles such as Real Football, Asphalt and Brain Challenge®.

Gameloft is present on all the continents with its own production studios, employing over 3,500 developers, and distributes its games in over 100 countries. Gameloft is listed on Euronext Paris (ISIN: FR0000079600, Bloomberg: GFT FP, Reuters: GLFT.PA)

Educational Game Designer

Gameloft, an international publisher and developer of video games for mobile phones and consoles, is seeking gifted Educational Designers of all levels to join their existing talent pool creating games for iPhone and mobile phones. Qualified candidates will link up with imaginative design teams to create hot new game titles for the K-6 age group. Previous hit games include Oregon Trail, Hero of Sparta I & II, NOVA, Avatar, Dungeon Hunter, NFL 2010, Real Soccer 2010, New York Nights, Assassin’s Creed, Terminator Salvation, Asphalt 5, Let’s Golf and Gangstar 1&2. As a key member of the development team, you’ll take charge of the initial concept and game design directly through final delivery.

Responsibilities:

• Design universe and gameplay of educational games for young children (K-6)
• Complete benchmarking & competition research
• Communicate with a team of artists and programmers to ensure creative vision is fulfilled
• Collaborate with design team to produce innovative ideas for new concepts and existing design issues
• Effectively receive and provide constructive criticism

Requirements:

• Knowledge of learning programs and teaching techniques for young children
• Skilled at documenting ideas, concepts and technical designs in a format that is easy for all team members to understand
• Excel in describing original characters and locations as well as memorable situations (Portfolio welcome)
• Think creatively, work well independently and as a team player
• Ability to successfully convey your vision and motivate team members
• Experience with documentation software (MS Word, Excel, Visio, Adobe Photoshop, etc.)

You’ll earn brownie points if you have:

• Successful developed and shipped educational games!
• 3-5 years of experiences on creating games for console and mobile phones.
• Experience with prototyping software (Flash, GameMaker etc…).
• Strong knowledge of children entertainment (literature, video games, TV-shows, movies)
• Played an incredible number of learning games
• A great sense of humor and a love for children video games

Why you want to work for Gameloft:

Why Work for Gameloft:
• We will offer you a competitive salary
• Excellent benefits and relocation assistance
• Benefits include paid vacation, personal/sick days
• Medical, dental and vision health care insurance for you paid in full by Gameloft.
• We also offer gym membership reimbursement
• An attractive 401K plan with a high employer match program
• In addition, we operate under a good rewarding system, with performance reviews annually and yearly raises
• Free Breakfast on Mondays and Wednesdays and snacks all the time
• Yearly team building excursions
• A game room
• To make this deal even sweeter, we offer extra vacation days and bonuses upon the completion of a final project to show our gratitude to our employees for their hard work

For a chance to join a cool, creative team based in New York City- please send your resume, cover letter with salary requirements and samples (if available) to:
jobglnygdesign@gameloft.com

This job listing originated on Gamasutra.com, the game industry’s leader.

• Knowledge of learning programs and teaching techniques for young children
• Skilled at documenting ideas, concepts and technical designs in a format that is easy for all team members to understand
• Excel in describing original characters and locations as well as memorable situations (Portfolio welcome)
• Think creatively, work well independently and as a team player
• Ability to successfully convey your vision and motivate team members
• Experience with documentation software (MS Word, Excel, Visio, Adobe Photoshop, etc.)

Job Details:  GO TOP

Categories:  Game / Level Designer / Creative Director
Job Level:  Mid-Level
Locations: New York City NY 10010 USA

Contact Information:

Contact Name: Kerikea Morgan
Email: jobglnygdesign@gameloft.com
Phone: 212-993-3025
Job Code: Educa
Arkadium creates innovative game solutions for consumer brands, ad agencies, online gamers, and any company looking to expand their presence. No flash in the pan, we’ve been around since 2001 and are proud to have built the business from the ground up on our own profits - we are not beholden to VCs, and we don’t change our vision and products on a quarterly basis. Our games reach millions of people across all demographics through the most popular online destinations. And when we’re not making awesome games, we’re laughing - all in the heart of the greatest city in the world.

Arkadium, Inc. Employees: 104

Job: Senior Game Designer
Arkadium, Inc. New York NY 10010 USA Full Time

Job Description: Are you ready to be excited every morning for your day to begin? Arkadium employees share the common trait of loving their jobs. Why? Because they are surrounded by the smartest, most talented and fun professionals in the games industry. At Arkadium we work hard and play hard and are looking for exceptional people to join us in our quest to become the most successful social games company in the world.

Arkadium is seeking an outstanding Sr. Game Designer to work on exciting new games for Facebook and other platforms. This is a full time position in our New York City office.

Our ideal candidate lives, breathes, and eats games. You wake up each morning and go to bed each night thinking about games. You have great game ideas in your sleep that you need to write down as soon as you wake up. You know how important it is to design a monetization strategy into your game from the get-go. You know what a K Factor is and how to manipulate it. You understand that analytic data is the new king of game design. Above all, you know how to make fun games. You are passionate and dedicated.

Job Responsibilities
• Conceptualize incredibly fun, original game ideas that are social, viral, and easy to monetize
• Design games around partner IP, learn and know the brand
• Prepare game ideas for internal/company or external/partner pitches
• Clearly communicate your ideas to the production team (including developers in our Ukraine office) via well written game design documents, Skype calls, and video conferences.
• Identify all analytic data to be tracked, analyze and act on data collected -- "Design by analytics"
• Review game builds, send feedback to the team
• Participate in regular team meetings
• Regularly collaborate with Monetization and Analytics teams to maximize financial success of your games
• Balance game variables
• Balance game economies
• Create wireframes, identify and optimize key user-funnels, design efficient UI/UX
• Design and edit XML and/or Excel game data files
• Design game content and content strategy
• Define weekly updates/future phases for games with ongoing development
• Set viral coefficient, player retention, and monetization goals and implement strategies to improve them
• Share key learnings and strategies with other game designers/Arkadium employees
• Mentor designers and developers across the company by advising on best practices
• Proactively keep leads and managers advised of progress on scheduled tasks as well as identify and propose solutions to problems and/or inefficiencies.
• Occasionally travel to our Ukraine office

Other Responsibilities
• Own the game you work on
Not only will you be responsible for the quality and fun factor of the game you work on, you should want to have that responsibility. You will work directly with a team of producers, analytics experts, artists, programmers, audio directors, and QA engineers to make a fun, addictive, and profitable game that will satisfy Arkadium’s business goals. You will not hesitate to make your opinions heard and will accept nothing less than the best from the team.
• Be visionary
You will participate in weekly team meetings and have a talent for boiling many great ideas into clearly written, original game concepts. These ideas will range from the excellent to the revolutionary, all while adhering to budget, schedule and business goals.
• Know your stuff
You should have a keen intuition as to how game design decisions will affect the player community, viral coefficient, player retention, and monetization of the game. You should be ready to quickly write hypotheses to maximize these factors, split test them, and act on the results.
• Be an excellent communicator
You should be an excellent verbal and written communicator. You will be frequently communicating with team members who speak English as a second language.

Knowledge / Experience
Experience with the following:
• 3+ years as a game designer (Facebook games a huge plus)
• Online Gaming, Casual Games, Multiplayer Games, Social Gaming
• Concepting fun, original game ideas/mechanics
• Pitching game ideas
• Writing game design documents
• Game balancing
• Game economy balancing (a plus)
• XML, Excel
• Level editors
• QA/testing
• Agile Development (a plus)
• Project Management software (Hansoft a plus)

Qualifications
• You are brutally honest and candid, but have tact
• You will check your ego at the door
• You are intelligent, a quick thinker, witty, someone to learn from
• Fluency in Russian a huge plus, but not a requirement
If you are interested in the position, please apply at

This job listing originated on Gamasutra.com, the game industry's leader.

**Job Details:**
- **Categories:** Game / Level Designer / Creative Director
- **Job Level:** Senior
- **Work Site:** On site

**Locations:**
- New York NY 10010 USA

**Contact Information:**
- **Contact Name:** Olga Novikova
- **Apply:** [Click Here (apply to job)]
- **Phone:** 212-337-3701 x162
- **Job Code:** Sr. Game Designer
Overview:
Kaos Studios is located in the heart of New York City and is mere blocks from the Empire State Building and the thrill of Midtown Manhattan. Along with the opportunity to live in one of the most exciting cities in the world, we create exciting titles like Frontlines: Fuel of War (PC/XBOX360) and our newest title Homefront! We also offer competitive salaries, comprehensive health benefits, and an excellent compensation package. We are always looking for talented artists, developers, and designers to join our growing team, so check out our job postings and let us know what interests you!

Job Description: Game Designer
Job Responsibilities: Designing core multiplayer features in a AAA console FPS. Examples include:
- Special weapon mechanics
- Unique player abilities
- Online features
Creating detailed design documentation and working closely with programmers, artists, and UI designers teams to implement multiplayer features.
Guiding the design of a feature throughout implementation, iteration, and polish, ensuring it meets the quality standard and vision for the product.
Tuning & balancing systems to meet the quality and accessibility goals of the design, and hold up under the stress of competitive multiplayer gameplay.
Taking over the design for existing features when necessary, and driving them throughout development.
Analyzing feedback and data from multiplayer playtests and iterating the design.
Coordinating with QA and providing test specifications.
Bringing new and innovative ideas to the project in the area of multiplayer gameplay.
Remaining current on industry trends and techniques in multiplayer game design.

Qualifications:
- Strong background in game design practice & theory.
- Minimum of one AAA console title shipped in a design role.
- Strong knowledge of the FPS product space.
- A mature, professional attitude and work ethic. You need to be able to champion your ideas, yet accept and value the ideas of others.
- Strong organizational skills: ability to drive a feature from concept to design documentation to implementation to iteration and polish.

Previous design experience working with vehicle based multiplayer games.
Previous work with features or content designed specifically for XBOX Live and/or PSN.
Work designing online features such as matchmaking/lobbying systems or community-oriented features such as website integration or player interaction systems.
Familiarity with the Unreal Engine, Unreal Script.
Experience balancing a AAA multiplayer game and a wide array of systems and content.
Demonstrable success in creating fun, commercially viable, and high-quality multiplayer gameplay through mechanics/systems.

All interested applicants can apply at www.kaosstudios.com
Title:
Game Designer
Skills:
Game Design, game editors, flash, maya, photoshop
Date:
10-26-2009
Description:
Please respond to maryw@caseinteractive.org
Mary 732-506-9510

Knowledge/Experience

Familiarity with all of the following:

- 2+ years as a game designer
- Online Gaming, Casual Games, Multiplayer Games, Social Gaming
- Flash, Photoshop, 3DS Max, Maya, etc.
- XML
- Level editors
- User-Generated Content
- QA Testing
- Scheduling game milestones
- Modularizing game content for easy reuse
- Agile Development (a plus)
- Project Management Software
- Externalized game content/easily re-skinnable games
- Casual game industry
- Hardcore game industry

Bill Babik
Case Interactive
16 Newcastle Street
Ste C
Farmingdale, NJ 07727
Phone: (732) 256-4407
Web: http://www.caseinteractive.org
Please Reference Job ID: 300270-7460-12-249553

Game Tester/VideoVisual Basic, C/C++, HTML, Java, SQL, Windows Movie Maker,Mac/PC (Windows Vista) MUST BE AVAILABLE TO INTERVIEW ANYTIMEDURING SEPTEMBER/OCTOBER
Our Client is currently seeking an individual to participate in an exciting contract project. If you have a Game Testing with some light Video Editing skills and absolutely enjoy video games, we want to talk to you ASAP! We will be conducting interviews next week. We are looking for a candidate who:

Possesses great organizational skills.
Is a quick learner.
Is committed to the duration of the assignment.

Duties/Responsibilities:
Duties of the Game Tester/Video Editor position will include:

Working on video productions.
Performing video editing.
Providing game testing and graphic design.

Candidates must be available to interview anytime during September and October, 2009.
This is a 6-12 month contract position, through Volt Technical Resources - a division of a Fortune 1000 publicly traded Staffing Industry Leader, based in New York City. We are among the largest IT staffing companies in the US for contract/temporary and direct hire placements and support most of the top rated IT companies on the East Coast.

Requirements:

Required Skills for this Game Tester/Video Editor position include the following:

Proficiency with the Mac as well as the PC
Demonstrated proficiency in:

Visual Basic
C/C++
HTML
Microsoft Office Suite
Java
SQL
Databases

Skill and proficiency in Microsoft Windows Movie Maker required
Great organizational skills
Must be a quick learner
Needs to be committed to the duration of the assignment

Bonus Skill and Proficiency in the following(not required, but NICE TO HAVE):

Adobe After Effects CS3
Adobe Creative Suite CS2 (includes, Photoshop, Illustrator, InDesign)

Please no Corp to Corp responses at this time. Local Candidates are preferred. Thank You.
This position is urgent and you will be given immediate consideration should your resume meet the job requirements.

**How to Apply:** Please email your resume to Volt at: newyork300270@volt.com and reference the following job number and job title in your subject line to ensure it gets routed to the correct Recruiter to readily discuss this job with you: 300270-7460-12-249553 - Game Tester/Video Editor - Visual Basic, C/C++, HTML, Java, SQL, Windows Movie Maker, Mac/PC (Windows Vista) and include the website name where you saw this posting listed.

Our Recruiter will initiate a phone call to you and give you immediate consideration should your resume meet the job requirements. Please rest assured that if your resume matches what is reflected in this job posting, you should receive a phone call from a Volt Recruiter to discuss this position with you.

Volt has a talented and optimistic staffing team focused on the quality of your career. Volt is a world leader in the staffing industry, boasting over 50 years of experience. We work with many of the Fortune 500 and 1000 companies to provide workforce solutions. We offer many direct hire full-time positions as well as many contract positions and offer our contractors competitive pay and benefits, as well as education programs and re-deployment assistance.

Volt Information Sciences, Inc. is our parent company and is a publicly owned corporation. Stock is traded over-the-counter and is quoted on the NYSE. To learn more about Volt Information Sciences, please visit: http://www.volt.com and to see more of our job postings, please visit: http://jobs.volt.com Volt is an Equal Opportunity Employer dedicated to fostering diversity in the workplace.

Connecting talented people and respected companies. APPLY NOW

**Job Information**

Reference ID: 300270-7460-12-249553

Company: Volt Workforce Solutions
Location: New York, NY
Status: CON_W2
Salary: 16.00 - 21.00 Hourly DOE
Job Category: Technology

**Company Information**

Company: Volt Workforce Solutions
Address: 477 Madison Avenue, 6th Floor
New York, NY
Email: newyork300270@volt.com
Phone: (212) 719-7800
Fax: (212) 719-7850

http://www.volt.com
Title: iPhone Developer / Architect
Skills: iPhone 2.2.1 / 3.0 / 3.1 Objective C C C++
Date: 10-18-2009
Description: TringApps, Inc is an end to end Mobile App dev company that works with megacorps and startups alike to help them develop mobile applications for iPhone, Android, Blackberry, Windows Mobile, Palm webOS and Symbian based devices. We develop B2B and B2C apps including News, media, augmented reality, games and secure banking apps. A number of our titles have won critical acclaim. If you are a business manager (Director, VP, Product Manager mobile) looking for high quality end to end mobile solutions or resources, contact us at mobileapp@tringapps.com.

We are looking for a Senior iPhone developer / architect to lead development of numerous iPhone applications and Tringlets (mobile SDKs) for our Product engineering team. In this role, the developer will work closely with our major media client to assist their team to establish product and thought leadership in the vertical.

Responsibilities:

* Work with business representatives to define requirements and developing technical specifications *
* Architect iPhone Apps and custom views *
* Mentor other team members on iPhone development best practices *
* Collaborate with business owners to solidify requirements *
* Instill best practices for software development and assure designs meet requirements, deliver high quality work on tight schedules

Requirements:

* Very good understanding of Objective C and iPhone related design patterns *
* Development of at least 1 iPhone App title on App store *
* SQLite and CoreData *
* UIKit, Cocoa 2d and related UI patterns *
* Understanding of RTSP over HTTP is a plus

Please submit your resume with details of app titles AT techjobs@tringapps.com

TringApps, Inc services include: - Turnkey mobile app development, Hosting services for mobile native and web apps, Mobile CMS (content management service), Mobile App design studio (UI experts), Digital transcoding and streaming services

TringApps Inc.
4100 Kennedy Blvd
Union City, NJ 07070
Web: http://www.tringapps.com
### The Five-Year Revenue Projections for Program
#### COMMUNITY COLLEGE WORKSHEET

**Tuition & Fees:**

*Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.*

<table>
<thead>
<tr>
<th>Number of Majors (Enter # of EXISTING FULL TIME In State Students)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
<td>22</td>
<td>50</td>
<td>87</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition Income (Specify Rate per credit) calculates 2% increase per year</th>
<th>$3,150</th>
<th>$3,213</th>
<th>$3,277</th>
<th>$3,343</th>
<th>$3,410</th>
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</thead>
<tbody>
<tr>
<td>Total Tuition</td>
<td>0</td>
<td>$22,491</td>
<td>$72,094</td>
<td>$167,150</td>
<td>$296,670</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
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<tr>
<th>Total Fees</th>
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</thead>
<tbody>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>0</td>
<td>$22,491</td>
<td>$72,094</td>
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**Tuition & Fees:**

<table>
<thead>
<tr>
<th>Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Tuition Income (Specify Rate per credit) calculates 2% increase per year</th>
<th>$6,300</th>
<th>$6,426</th>
<th>$6,555</th>
<th>$6,686</th>
<th>$6,819</th>
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</thead>
<tbody>
<tr>
<td>Total Tuition</td>
<td>0</td>
<td>0</td>
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<tbody>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>0</td>
<td>$22,491</td>
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<td>$167,150</td>
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</tr>
</tbody>
</table>

**TOTAL EXISTING FULL TIME TUITION REVENUE**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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</tbody>
</table>
Tuition & Fees:
Number of Majors (Enter # of EXISTING PART-TIME In State Students)

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<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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<tbody>
<tr>
<td></td>
<td>0</td>
<td>3</td>
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Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

<p>| | | | | | |</p>
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Tuition Income (Specify Rate per credit) calculates 2% increase per year

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<tbody>
<tr>
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<td>$135</td>
<td>$138</td>
<td>$140</td>
<td>$143</td>
<td>$146</td>
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</tbody>
</table>

Total Tuition

|        | $0       | $6,210   | $21,000    | $32,175   | $65,700   |

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

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Total Fees

|        | $0       | $6,210   | $21,000    | $32,175   | $65,700   |

Tuition & Fees:
Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)

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Tuition Income (Specify Rate per credit) calculates 2% increase per year

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<tbody>
<tr>
<td></td>
<td>$210</td>
<td>$214</td>
<td>$218</td>
<td>$223</td>
<td>$227</td>
</tr>
</tbody>
</table>

Total Tuition

|        | $0       | $0       | $0         | $0        | $0        |

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

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<td>$0</td>
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</tbody>
</table>

Total Fees

|        | $0       | $0       | $0         | $0        | $0        |

Total Out of State Tuition & Fees

|        | $0       | $6,210   | $21,000    | $32,175   | $65,700   |

TOTAL EXISTING PART TIME REVENUE

|        | $0       | $6,210   | $21,000    | $32,175   | $65,700   |

TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

|        | $0       | $28,701  | $93,094    | $199,325  | $362,370  |
Tuition & Fees:

*New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.*

<table>
<thead>
<tr>
<th>Number of Majors (Enter # of NEW FULL TIME In State Students)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10</td>
<td>25</td>
<td>50</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

Tuition Income (Specify Rate per credit) calculates 2% increase per year

| Tuition Income (Specify Rate per credit) | $3,150    | $3,213    | $3,277     | $3,343    | $3,410    |

Total Tuition

| Total Tuition | $31,500   | $80,325   | $163,850   | $250,725  | $255,750  |

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

| Total Fees | 0         | 0         | 0          | 0         | 0         |

Total Instate Tuition & Fees

| Total Instate Tuition & Fees | $31,500   | $80,325   | $163,850   | $250,725  | $255,750  |

Tuition & Fees:

Number of Majors (Enter # of NEW FULL TIME Out of State Students)

| Number of Majors (Enter # of NEW FULL TIME Out of State Students) | 0         | 0         | 0          | 0         | 0         |

Tuition Income (Specify Rate per credit) calculates 2% increase per year

| Tuition Income (Specify Rate per credit) | $6,300    | $6,426    | $6,555     | $6,686    | $6,819    |

Total Tuition

| Total Tuition | $0        | $0        | $0         | $0        | $0        |

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

| Total Fees | 0         | 0         | 0          | 0         | 0         |

Total Out of State Tuition & Fees

| Total Out of State Tuition & Fees | $0        | $0        | $0         | $0        | $0        |

**TOTAL NEW FULL TIME TUITION REVENUE**

| TOTAL NEW FULL TIME TUITION REVENUE | 31,500    | $80,325   | $163,850   | $250,725  | $255,750  |
Tuition & Fees:

Number of Majors (Enter # of NEW PART-TIME In State Students)

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<tr>
<th>Year</th>
<th>5</th>
<th>12</th>
<th>18</th>
<th>28</th>
<th>28</th>
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</table>

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

<table>
<thead>
<tr>
<th>Year</th>
<th>15</th>
<th>15</th>
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Tuition Income (Specify Rate per credit) calculates 2% increase per year

<table>
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<tr>
<th>Year</th>
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<th>$143</th>
<th>$146</th>
</tr>
</thead>
</table>

Total Tuition

<table>
<thead>
<tr>
<th>Year</th>
<th>$10,125</th>
<th>$24,840</th>
<th>$37,800</th>
<th>$60,060</th>
<th>$61,320</th>
</tr>
</thead>
</table>

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th>Year</th>
<th>0</th>
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Total Fees

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<tr>
<th>Year</th>
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Total Instate Tuition & Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>$10,125</th>
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Tuition & Fees:

Number of Majors (Enter # of NEW PART-TIME Out of State Students)

<table>
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<tr>
<th>Year</th>
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<tr>
<th>Year</th>
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Tuition Income (Specify Rate per credit) calculates 2% increase per year

<table>
<thead>
<tr>
<th>Year</th>
<th>$210</th>
<th>$214</th>
<th>$218</th>
<th>$223</th>
<th>$227</th>
</tr>
</thead>
</table>

Total Tuition

<table>
<thead>
<tr>
<th>Year</th>
<th>$0</th>
<th>$0</th>
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<th>$0</th>
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Student Fees (enter ANNUAL program fees other than standard CUNY fees)

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<th>Year</th>
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Total Fees

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<th>Year</th>
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Total Out of State Tuition & Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>$0</th>
<th>$0</th>
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<th>$0</th>
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</thead>
</table>

TOTAL NEW PART TIME REVENUE

$10,125 $24,840 $37,800 $60,060 $61,320

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

$41,625 $105,165 $201,650 $310,785 $317,070
# CURRENT FTEs (use prorated FTEs for PT Students)

<table>
<thead>
<tr>
<th>Year</th>
<th>FTEs</th>
<th>Appropriation per FTE (FY10)</th>
<th>STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>2.5</td>
<td>$2,675</td>
<td>$6,687</td>
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<tr>
<td>Year Two</td>
<td>6.0</td>
<td>$2,675</td>
<td>$16,050</td>
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<tr>
<td>Year Three</td>
<td>7.5</td>
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<td>$20,062</td>
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<tr>
<td>Year Four</td>
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<tr>
<td>Year Five</td>
<td>14.0</td>
<td>$2,675</td>
<td>$37,450</td>
</tr>
</tbody>
</table>

# NEW FTEs (use prorated FTE for PT Students)

<table>
<thead>
<tr>
<th>Year</th>
<th>FTEs</th>
<th>Appropriation per FTE (FY10)</th>
<th>STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
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<td>$2,675</td>
<td>$6,687.5</td>
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<tr>
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<td>$37,450</td>
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<tr>
<td>Year Five</td>
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<td>$2,675</td>
<td>$37,450</td>
</tr>
</tbody>
</table>

FOR YEARS 2-5 INCLUDE CONTINUING FTE FROM PREVIOUS YEARS

<table>
<thead>
<tr>
<th>Year</th>
<th>Appropriation per FTE (FY10)</th>
<th>STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
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<td>$22,737</td>
</tr>
<tr>
<td>Year Two</td>
<td>$22,737</td>
<td>$35,310</td>
</tr>
<tr>
<td>Year Three</td>
<td>$35,310</td>
<td>$54,302</td>
</tr>
<tr>
<td>Year Four</td>
<td>$54,302</td>
<td>$63,665</td>
</tr>
<tr>
<td>Year Five</td>
<td>$63,665</td>
<td></td>
</tr>
</tbody>
</table>

Projected Capital Expenditures for the Proposed Program
<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year Academic Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year Academic Year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year Academic Year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year Academic Year</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Year Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capital Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment (Capital Expenditures)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Total Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NO NEW CAPITAL EXPENDITURES ARE PROJECTED FOR THIS PROGRAM
Application for Registration of a New Program

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at [www.highered.nysed.gov/ocue/](http://www.highered.nysed.gov/ocue/). This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

### Item | Response (type in the requested information)
--- | ---
Program type | X General academic program
| Program type(s) | — Program to prepare certified teachers or certified educational leaders
| | — Program to prepare licensed professionals

**Institution name and address**

Hostos Community College  
500 Grand Concourse, Bronx, N.Y. 10451

**Additional information:**
- Specify campus where program will be offered, if other than the main campus:
- If any courses will be offered off campus, indicate the location and number of courses and credits:

**Program title, award, credits, and proposed HEGIS code**

Program title: Game Design  
*Award (e.g., B.A., M.S.): AAS  
Credits: 60  
Proposed HEGIS code: 5012

**Program format**

Check all program scheduling and format features that apply: (See definitions)
- Format: X Day X Evening _Weekend _Evening/Weekend _Not Full-Time
- Mode: X _Standard _Independent Study _External _Accelerated _Distance Education (submit distance education application with this proposal)
- Other: _Bilingual _Language Other Than English _Upper Division Program

**Diploma Programs**

If the program is credit bearing and will lead to a Diploma or Advanced Diploma, indicate the registered degree program(s) to which the credits will apply:

- Contact person for this proposal

Name and title: Rees Shad  
Program Coordinator, Department of Humanities  
Telephone: 718.518.7105  
Fax:  
E-mail: RShad@Hostos.cuny.edu

**CEO (or designee) approval**

Name and title: Dr. Carmen Coballes-Vega, Provost and Vice President  
Signature and date: 03/23/2011

If the program will be registered jointly with another institution, provide the following information:

- Partner institution’s name:
- Name and title of partner institution’s CEO:
- Signature of partner institution’s CEO:

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25 CUNY and SUNY institutions: contact System Administration for program registration guidance.
26 If the partner institution is non-degree-granting, see [CEO Memo 94-04](http://www.highered.nysed.gov/ocue/).
Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered. Application addenda for professional licensure, teacher certification, and educational leadership certification programs contain additional items and direction.

1. Program Description and Purpose
   a) Provide a brief description of the program as it will appear in the institution’s catalog.
      Answer: The Associate in Applied Science program in Game Design offers students a course of study that will provide them with career opportunities in the fast growing field of entertainment software publishing. The program is designed to allow expansion as technology advances or need arises.
   b) List educational and (if appropriate) career objectives.
      Answer: The Associate in Applied Science program in Game Design will provide Eugenio María de Hostos Community College's student population with a course of study that will prepare them for careers in the entertainment software industry in titles such as: Concept/Storyboard Artist, Game Level Designer, Character Artist, Game Play Designer, Flash Developer, 3D Artist, Character Animator, Graphics/Special Effects Designer, Interface Designer, Texture Artist and Visual Effects Editor, Sound Designer, and Professional Tester.
   c) How does the program relate to the institution’s mission and/or master plan?
      Answer: The AAS in Game Design is directly related to the college’s mission “to offer access to higher education leading to intellectual growth and socio-economic mobility through the development of linguistic, mathematical, technological, and critical thinking proficiencies needed for lifelong learning and for success in a variety of programs including careers, liberal arts, transfer, and those professional programs leading to licensure.”
   d) Describe the role of faculty in the program’s design.
      Answer: The program was designed by Eugenio María de Hostos Community College Humanities/Visual and Performing Arts faculty.
   e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).
      Answer: The AAS in Game Design was designed to provide Hostos students with a direct avenue to employment. The program is supported by the Bronx High School for the Visual Arts and will enjoy full program articulation with New York College of Technology.
   f) What are the anticipated Year 1 through Year 5 enrollments?
      Answer: 15 36 50 84 84

2. Sample Program Schedule
   Complete Table 1a for undergraduate programs or Table 1b for graduate programs.
   • If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
For existing courses that are a part of the major, submit a copy of the catalog description. For undergraduate programs, provide syllabi for all new courses in the major; for graduate programs, provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty
   a) Complete the faculty tables that describe full-time faculty (Table 2), part-time faculty (Table 3), and faculty to be hired (Table 4), as applicable. Faculty curricula vitae should be provided only by request.

What is the institution’s definition of “full-time” faculty?
Answer: Twenty seven hours per academic year

4. Financial Resources and Instructional Facilities
   a) Summarize the instructional facilities and equipment committed to ensure the success of the program.
Answer: The program has dedicated state-of-the-art laboratory space.

   b) Complete the new resources table (Table 5).

5. Library Resources
   a) Summarize the analysis of library resources for this program by the collection librarian and program faculty. Include an assessment of existing library resources and their accessibility to students.
Answer: The college anticipates a need for new library acquisitions to support the program in the amount of $500 per year.

   b) Describe the institution’s response to identified needs and its plan for library development.
Answer:

6. Admissions
   a) List all program admission requirements (or note if identical to the institution’s admission requirements).
Answer: No special requirements. Hostos is an open admissions institution.

   b) Describe the process for evaluating exceptions to those requirements.
Answer:

   c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?
Answer: Ninety percent of Hostos’s students are historically underrepresented in the discipline.

7. Academic Support Services
Summarize the academic support services available to help students succeed in the program.
Answer: The Hostos Academic Learning Center (HALC) has been established to provide students with the support needed to achieve academic success. Tutoring is available throughout the year in the HALC.

8. External Review of Graduate Degree Programs
If the proposal is a graduate degree program below the doctoral level, submit a copy of an evaluation (Word) (PDF) of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments.

9. Credit for Experience
If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.
Answer: Not applicable.

Items 10 through 12 are for general academic and professional licensure program proposals only.

10. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

*Answer:* The college has a well developed process for academic program review (APR) including guidelines for APR timeline, components of a comprehensive APR, external review process, external review feedback and plans for improvement. Every program undergoes the self evaluation process according to the APR schedule created by the Hostos Office of Academic Affairs.

11. New/Emerging Field and Allied Health Areas (Undergraduate Degree Programs)

*If the proposal for an undergraduate degree program falls into any of the following categories,* submit a copy of an evaluation *(Word) (PDF)* of the program by a recognized expert in the field who has been approved in advance by the State Education Department. In addition, submit the institution’s response to the evaluation and highlight how the proposal was modified in response to the reviewer’s comments. Categories:

- The program’s subject matter represents a new or emerging field.
- The program is in an allied health area, unless the institution can demonstrate that the program is accredited by an accrediting body for college-level programs in the field.

12. Transfer to Baccalaureate Programs

*If the program will be promoted as preparing students for transfer to a baccalaureate program,* provide a copy of an articulation agreement with at least one institution.
Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type: _X_Semester _Quarter _Trimester _Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

### Term: Fall I

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>-</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng 110 Expository Writing</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Pass CUNY ACT exam</td>
</tr>
<tr>
<td>Mat 100 College Mathematics</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Pass CUNY MAT Exam</td>
</tr>
<tr>
<td>DD 101 Intro to the Digital Tool Box</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GD 101 Intro to Games</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>15</td>
<td>9-10</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Term: Spring I

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD 102 Media Design in the Digital Age</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng 111 Literature &amp; Composition</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Eng 110</td>
</tr>
<tr>
<td>DD 112 Intro to Web Design</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Pre-Coreq: ESL 091, Eng 091</td>
</tr>
<tr>
<td>GD 102 Beyond Games</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>English 110</td>
</tr>
<tr>
<td>Game Design Elective</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Term: Fall II

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DD 105 2D Design</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GD 105 Introduction to Actionscript Programming</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>DD 101, Math 100</td>
<td></td>
</tr>
<tr>
<td>GD 201 Digital Games</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>GD 101, DD 101, DD 112</td>
</tr>
<tr>
<td>Game Design Elective</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>16</td>
<td>4</td>
<td>12</td>
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</table>

### Term: Spring II

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 101 General Psychology or Soc 101 Introduction to Sociology</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>Gero 110 &amp; 102, Eng 110</td>
</tr>
<tr>
<td>GD 210 Game Studio</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>GD 101, GD 105, DD 112</td>
</tr>
<tr>
<td>Game Design Elective</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>13</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### Program Totals:

<table>
<thead>
<tr>
<th>Credits: 60</th>
<th>Liberal Arts &amp; Sciences: 41</th>
<th>Major: 31</th>
<th>Elective &amp; Other: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr: credits</td>
<td>LAS: liberal arts &amp; sciences</td>
<td>Maj: major requirement</td>
<td>New: new course</td>
</tr>
</tbody>
</table>
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Catherine Lewis  
Assistant Professor                               | DD 101/Introduction to the Digital Toolbox  
GD 101 Introduction to Games  
DD 105/2D Design  
GD 101/Introduction to Games  
DD112 Introduction to Web Design  
GD105 Introduction to Actionscript Programming  
GD 102 Beyond Games | 100 | MFA |  |
| Sarah Sandman  
Substitute Assistant Professor                                  | DD 207 Introduction to Maya  
DD 204 Typography  
GD210 Game Studio  
DD101 Introduction to Digital Toolbox  
DD105 2D Design  
DD113 Introduction to Motion Graphics  
DD307 Advanced Maya | 100 | MFA |  |
| Rees E E Shad  
Assistant Professor  
Program Coordinator                                                   | DD 101/Introduction to the Digital Toolbox  
DD 102/Media Design in the Digital Age  
GD 101/Introduction to Games  
DD 111/Introduction to Sound Design | 75 | MS, MFA |  |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to Be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Matthew Bethancourt, Adjunct Assistant Professor  | DD 101/Introduction to the Digital Toolbox  
DD 105/2D Design  
DD 112/Intro to Web Design  
GD 101/Introduction to Games  
DD 111 Introduction to Sound Design  
GD 205 Game Programming | MFA |  |
| Nicole DiDio Johnson, Adjunct Assistant Professor | DD 113/Introduction to Motion Graphics  
DD 101 Introduction to the Digital Toolbox  
DD 105 2D Design  
DD 107 Concepts in Animation | MFA |  |
| Andrew London, Adjunct Lecturer                   | DD 101/Introduction to the Digital Toolbox  
DD 105/2D Design  
DD 112/Intro to Web Design  
GD 101 Introductions to Games | BFA | 2nd Place, Independent Shorts – ASIFA East 40th Animation Festival  
Reel 13 winner  
Cine Golden Eagle Award  
Excellence in Writing/Humor – ASIFA East Animation Festival  
The SAE digital short film award – Raindance Film Festival  
Best Animation - Hollyshorts Film Festival  
Best Animation – Trenton Film Festival  
Best Animation – Cabbagetown Film Festival |
| Milton Stevenson, Adjunct Assistant Professor,    | DD 101 Introduction to the Digital Toolbox  
GD 201 Digital Games  
GD 210 Game Studio | BFA |  |
<table>
<thead>
<tr>
<th>Chester Dean Adjunct Assistant Professor</th>
<th>DD 107/Concepts in Animation</th>
<th>MFA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DD 113/Introduction to Motion Graphics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DD 207/Introduction to Maya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GD105/Introduction to Actionscript Programming</td>
<td></td>
</tr>
<tr>
<td>Daniel Willig Adjunct Assistant Professor</td>
<td>DD 101/Introduction to the Digital Toolbox</td>
<td>MFA</td>
</tr>
<tr>
<td></td>
<td>DD 105/2D Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GD 101/Introduction to Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GD105/Introduction to Actionscript Programming</td>
<td></td>
</tr>
<tr>
<td>New Adjunct Faculty</td>
<td>GD 102/Beyond Games</td>
<td>MFA</td>
</tr>
<tr>
<td></td>
<td>GD 201/Digital Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GD 205/Game Programming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GD 210/Game Studio</td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

No new full-time faculty are to be hired.
<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 Academic Year 2012/13</th>
<th>Year 2 Academic Year 2013/14</th>
<th>Year 3 Academic Year 2014/15</th>
<th>Year 4 Academic Year 2015/16</th>
<th>Year 5 Academic Year 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty – No new full-time faculty are to be hired</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part Time Faculty – 2% / year for inflation</td>
<td>$12,600</td>
<td>$19,277</td>
<td>$16,216</td>
<td>$33,420</td>
<td>$34,100</td>
</tr>
<tr>
<td>Fringe @ 10%</td>
<td>$1,260</td>
<td>$1,927</td>
<td>$2,621</td>
<td>$3,342</td>
<td>$3,410</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>750</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Laboratories</td>
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<tr>
<td>Existing space will be used</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>8,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
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<tr>
<td>Software</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total all</td>
<td>$22,610</td>
<td>$26,705</td>
<td>$34,337</td>
<td>$42,262</td>
<td>$43,010</td>
</tr>
</tbody>
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