

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number DET 305 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

We are requesting the creation of a new course : DET 305 – Game Textures.
This course is part of a larger revision of the Digital Entertainment Technology degree plan, to better utilize the strengths of current faculty and better serve our students.
This course has been taught twice as a special topics course.

A course application, sample syllabus, *etc.* are included.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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					COUNCIL ³					
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	11.13.19 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	11/13/19 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	11/15/19 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	DET 305
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Rich Tanner
2	Course Instructor	Rich Tanner
3	Course Title	Game Textures
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	COBA
6	Department or School	SITC
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☒ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Introduction to concepts of creating 2D bitmap textures for use on 3D models for games and animations. Students will learn to use image editing software to produce diffuse textures and bump/normal maps for use in various 3D environments and applications. Students will also be introduced to basic game engine fundamentals and practices for the purpose of applying the textures they have created.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	DET 220 Intro to 3D modeling
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? Even
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years? Odd
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Summer, 2021
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the

		placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>X</u> No __ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	__ No <u>X</u> Yes If yes, provide course ID, term, and enrollment: DET 240.01 3-D Texturing, Summer 2018, 30 DET 340.,3-D Texturing, Summer 2019, 13
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

See revised DET Major documentation

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
Game textures is a critical part of game design scene development. Students gain an understanding of Adobe Photoshop as a part of this course with many choosing to become Adobe Certification.

III. Course Design

- A. Audience and Course Goal

- Describe the intended audience, including prerequisite skills.
This course is intended for upper-level DET majors, who have already built prerequisite skills including foundational exposure to animation and game development and a working ability with scripting languages.
- State the overarching course goal(s) in performance terms.
Students who successfully complete this course will understand and demonstrate an ability to apply foundational skills in the creation and utilization of texturing in game design.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
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1	Create and edit 2D textures within a 2D image editing software program	Assignment
2	Create and edit 2D textures that can tile, or be repeated, across large areas	Assignment
3	Create and edit 2D textures that conform to a UV layout defined by a 3D models unique geometry	Assignment
4	Import and apply textures and other image maps to basic 3D models within a game engine	Assignment

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Ahern, Luke. 3D Game Textures: Create Professional Game Art Using Photoshop . 4th Edition. A K Peters/CRC Press, 2016. Print or Digital.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.

7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

DET 305.01 - Game Textures



ACU SITC Mission Statement: To educate students in technology-related fields for Christian service and leadership throughout the world.

► PROFESSOR

Professor: Rich Tanner, Clinical Professor of DET

Phone: 325-603-6745

Email: rich.tanner@acu.edu

SketchFab: Prof Tanner

Nintendo: rwtanner

PSN: proftanner

Office: Mabee 232

Office Hours: TR: 11:30am-1pm,
or by appointment

GitHub: richtanner

Steam: redshirtrich

Xbox Live: RedshirtRich

► COURSE

Course Meeting Time & Location

Tuesdays & Thursdays, 12:00-1:20 PM - Mabee Business Building 314

Catalog Description

Introduction to concepts of creating 2D bitmap textures for use on 3D models for games and animations. Students will learn to use image editing software to produce diffuse textures and bump/normal maps for use in various 3D environments and applications. Students will also be introduced to basic game engine fundamentals and practices for the purpose of applying the textures they have created.. 3.0 Credit hours / 3.0 Lecture hours.

Prerequisites

- DET 220: Introduction to 3D Modeling

Learning Outcomes

In Game Textures, you will learn many of the basic tools and theories that are used in professional and educational contexts in the development of animation, film, video games, and other digital media. You will develop basic competency in one or more 2D image editing software packages and learn to leverage

that competency toward the completion of a large 3D project, to be presented upon the completion of the semester.

You will learn how to:

- Create and edit 2D textures within a 2D image editing software program
- Create and edit 2D textures that can tile, or be repeated, across large areas
- Create and edit 2D textures that conform to a UV layout defined by a 3D models unique geometry
- Import and apply textures and other image maps to basic 3D models within a game engine

In addition to, and in support of, these core competencies, you will also learn to:

- Use filters and effects to simulate additional depth and detail upon a simpler polygon or set of polygons on a 3D model
- Use filters and effects within a 2D image editing software program to create and edit 2D textures to be used as special effects, decals, and particles within a simulated 3D environment
- Plan and optimize 2D file types for inclusion in a larger 3D project

❖ *Contribution of Course to Overall Business Perspective*

This course continues the topic of developing digital entertainment in the fields of games, graphics, and engine-based cinematics. By offering an overview and practice of the fundamental techniques of game and media development, students will be able to broaden their understanding of games and gameplay and apply these principles to a vast variety of digital media fields.

❖ *Contribution of Course to the Development of Communication Skills*

This course is structured to develop both visual and oral communication skills. Assignments are designed to enhance student's creative understanding of the principles and details of game development. Group projects and student critiques will be organized to simulate professional working practices that are standard in digital media industries.

❖ *Contribution of Course to Christian Service and Leadership*

In this rapidly expanding culture of digital entertainment there are nearly infinite ways to creatively express and share our Christian faith with the world whether professionally or personally. This class is designed to better equip students with tools and skill sets needed to create richer more dynamic media content that will broaden the effective quality of their artistic endeavors. We will also learn how individuals leading Christ-centered lives can effectively use their talents and faith to be shining examples in this secular media industry.

"You are the light of the world. A town built on a hill cannot be hidden." Matthew 5:14

Course Requirements

You will be required to submit all homework assignments, meaningfully participate in online discussions throughout the semester, attend and participate in all class sessions, and present both a midterm project and a final comprehensive project at the end of the semester.

Course Web Site

Almost all of the information pertaining to this course is available online through the course web site. You will find class notes, handouts, electronic resources, assignments, and many other materials at this location. Canvas, our course website, keeps a log of your website engagement.

Homework Assignments

Because of the nature of this course, students cannot expect to do well without regular practice. Consequently, homework will be assigned on a regular basis. You are encouraged to complete all assigned work and to seek help outside of class if you need it. My office hours are listed above. Additionally, I can always be reached via email (and text for shorter questions and answers) and will strive to provide a response within a day of your contact. You are also encouraged to seek help from and provide help to your fellow classmates, and to attend tutoring sessions specifically arranged for this course.

Term Project

Your final project will be the culmination of all you have learned over the past semester and should reflect that knowledge. Your final will be graded against the technical skills you have acquired over the semester, as well as be judged according to its artistic merit.

Class Participation

Just like in any professional setting, you must be prepared to participate in group activities and contribute to class discussions. You must be willing to give your honest and educated opinion, while being considerate and conscientious towards others. I am conducting this class as if it is a professional working environment so I expect your full attention. You should be prepared at all times to participate in classroom discussion. Creative thinking, insightful questions, and demonstrated enthusiasm for the material will be reflected in your final grade through the class participation component. Good attendance, while important, is not the sole factor for evaluating class participation. Class participation does not mean class monopolization. Students who are consistently off topic or monopolize the conversation will be counted off on their class participation grade.

► *ASSESSMENT*

Grading

Each activity (exam, homework assignment, quiz, etc.) will be graded on the basis of 100%. The grading system for the course is given in the following table.

Letter Grade	Semester Combined Average
A	90 or above
B	80 - 89.9
C	70 - 79.9
D	60 - 69.9
F	Below 60

There is no pre-established quota of As, Bs, Cs, etc. for this class. You will receive the grade that you earn, no more and no less. I do not *give* grades. You *earn* them.

The course will have many Projects and Assessments related to the topics. See the chart below for an estimate of the course's work and the points earned from each. This is an estimate of the work, and may be subject to change.

Assignment type	Points per assignment	Number of assignments	Total points
Weekly Projects	100	12	1200
Chapter Quizzes	100	6	600
Final Project	300	1	300
			Total Points: 2100

Competencies and Measurements

Projects will be graded on a combination of the following; the amount of effort and time spent, application of learned material, and meeting all criteria of the assignment.

	Competency	Measurement Instrument	Measurement Standard
1	Create and edit 2D textures within a 2D image editing software program	Assignment	Rubric
2	Create and edit 2D textures that can tile, or be repeated, across large areas	Assignment	Rubric

3	Create and edit 2D textures that conform to a UV layout defined by a 3D models unique geometry	Assignment	Rubric
4	Import and apply textures and other image maps to basic 3D models within a game engine	Final Project	Rubric

► *POLICIES*

ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity

Violations of the honor code undermine the purpose of education and the function of our academic community. You'll be expected to follow ACU and COBA integrity policies, available at:

- ❖ *ACU*: <http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>
- ❖ *COBA*: <http://www.acu.edu/community/coba/student-resources/coba-honor-code.html>
- ❖ *Tanner*: I have a Negative Tolerance Policy (rather than the usual Zero Tolerance Policy). This means that I will assign NEGATIVE points for any assignment that a student cheats on. For example, if a student turns in a **100** point assignment that they have copied or otherwise cheated on, they will receive a **-100** points for the assignment.

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to

share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Attendance

In business environments, employees who are often absent from, or tardy to work do not enjoy long-term employment, regular pay increases, or good professional reputations. In this class, you will be learning to solve problems similar to those you will encounter in professional settings, and the consistency with which you attend class reflects your commitment to the training necessary to pursue a career in this field.

Because the pace of this course is quite rapid, you cannot expect to do well if you frequently miss class.

You may miss up to two weeks of class (4 class meetings) without penalty. Each additional absence will result in a 3% reduction in your overall course grade. If you have missed three weeks of class (6 class meetings), you may be dropped from the course.

You are late to class if you arrive five minutes after the scheduled start time. Every three late arrivals will be counted as one absence.

You will still be responsible for all notes and information missed as a result of your absence. Your instructor will not distribute course materials more than once, so you should plan to obtain them elsewhere. As noted above, homework assignments will be available via Canvas.

Late Assignments/Exams

As we are learning a professional skill-set, you will need to perform in a professional manner. This class will involve progressive assignments, where each assignment may build upon the previous lessons. Becoming late on even one assignment could severely impact the quality of subsequent work. Late work may be accepted, depending upon circumstances, but any late submissions will be penalized at a rate of 3% per day late.

Dropping

To drop a course you must complete required paperwork with your advisor. You cannot reuse class hours in block tuition if you drop after the first week of the semester.

Classroom Management

In order to maintain decorum and to optimize the learning environment for all members of the class, certain classroom management policies must be adhered to:

- If you sleep in class/lab you will be asked to leave and you will be counted absent.

- If you walk out of class/lab without returning, you will be counted absent (obviously, exceptions will be made if you become ill or have made a prior arrangement with the instructor).
- Disruptive behavior will not be tolerated. This includes playing games, streaming videos, writing emails, engaging in instant messaging, or similar activities on the computer terminal during lab periods. If you disrupt the class, you will be asked to leave and will be counted absent.

Communications

To facilitate consistency in communications of course requirements, assignments, and general information, your instructor will regularly communicate with you via email using your ACU email address. You are encouraged to **check your ACU email everyday** for messages from your instructor. In addition, announcements and course materials will be posted to the course web site (*Canvas*) on a regular basis, and you are also encouraged to check that resource often.

Disabilities

If you have a documented disability and want to request academic accommodations, contact the ACU Student Disability Services Office at Alpha Academic Services. To receive accommodations you must be registered with Disability Services and complete a specific request for individual classes. For an appointment, contact the Director of Disability Services at (325) 674-2667.

► *INSTRUCTIONAL MATERIALS*

The following texts and classroom resources will be used in the course:

Required:

Ahern, Luke. *3D Game Textures: Create Professional Game Art Using Photoshop*. 4th Edition. A K Peters/CRC Press, 2016. Print or Digital.

Additional instruction is available for the software used in this course through Lynda.com. Use the quick link (<http://acu.edu/lynda>), which automatically makes sure you are logged in to MyACU before redirecting to the site.

Additional Content:

May include book chapters, articles, or videos relevant to the course. To be assigned throughout the semester.

► *CALENDAR*

The ACU academic calendar can be found at:

<http://www.acu.edu/community/offices/administrative/wildcat-central/academic-advising/academic-calendar.html>

This class will meet at all scheduled times unless otherwise noted.

Homework will be assigned at least weekly.

Important Dates

- Tuesday, January 14th: First day of class
- Thursday, February 20th: Midterm Project Due
- March 9th - 13th: Spring Break - No Classes
- Thursday, April 30th: Last day of class
- Tuesday, May 5th: Final Exam (Project Presentations) @ 10-11:45 am

Professor Rich Tanner
MBB232
325-603-6745
Rich.tanner@acu.edu

October 18, 2019

Re: Review of DET305

Dear Professor Tanner,

Thank you for submitting DET 305: Game Textures, and I have reviewed it based on the ACU Syllabus Guidelines and found it to be meeting all requirements except a few changes I would suggest:

1. Please consider adding the outline of topics that is missing from the syllabus.
2. Please add the required Title IX and ADA policies. You can find some standardized text for university policies in this template:
<https://tinyurl.com/acusyllabus>
3. The competencies and measurements section does not have enough detail. Usually, professors list the competencies in terms of the learning outcomes, which you have at an earlier part of the syllabus, but make sure you list the measurements for each competency instead of using an overall statement for all competencies. Again, check the syllabus template above for an example.
4. You have a great description of what you expect in class participation, but I wonder if you will assign a portion of the final grade for that.
5. Though not required, adding a calendar for the students will be helpful for both the professor and the students to keep up with the assignments.

If you choose to make some changes based on the comments above, please submit the revised version to the council for review. There is no need to bring back the syllabus for further review. However, please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 15, 2019
TO: Dr. Brian Burton
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for DET 305 – Game Textures

After reviewing the course proposal, the library is able to support the proposed course. Thank you for allowing us to review the course proposal.