REQUEST FOR NON-STANDARD WAIVER

APPLICANT INFORMATION		
1. Corporation Name: South Gibson School Corporation		2. Corporation Number: 2765
3. Street Address: 3321 W 800 S	4. City: Ft Branch	5. Zip Code: 47648
6. School Name: Gibson Southern High School		7. School Number: 2211
8. Local Contact Person: Mark Rohrer	9. Title: Guidance Counselor	
10. Phone #: 812-753-3011	11. E-Mail: mark.rohrer@sgibson.k12.in.us	

REQUEST TYPE		
Initial Request [X]	Extension of a Previous Approval [ ]	Amendment to a Previous Approval [ ]
WAIVER TYPE		
Course Proposal [X]	Licensure Proposal [ ]	Course Proposal and Licensure [ ]

AUTHORIZATION	
Attach documentation (School Board minutes) of the governing body's authorization to seek the requested Approval of State Board of Education Rules.	
Superintendent's Name: Bryan Perry	*Date*
Signature	
Area CTE Director's Name (if applicable): Mark Rohrer	*Date*
Signature	

If you are only requested a licensure waiver, only the Licensure Waiver Information section needs to be completed. Questions can be directed to Matt Walsh: jwalsh1@doe.in.gov.

COURSE PROPOSAL INFORMATION (scroll to next page for licensure)

By submitting this application, you are requesting a waiver from 511 IAC 6.1-5-4.5

Title of Proposed Course(s):	Computer Science: Special Topics – Video Game Design I Computer Science: Special Topics – Video Game Design II		
Grade(s) to be served:	**9-12**	**Number of students participating**	**100**
If a single course, give length of course in semesters/trimesters with minutes of Instruction:		**Number of Semesters/Trimesters**	**2**
		Minutes per Course	**4590**
		Minutes per Week	**255**
If High School Course, Give Number of Credits Offered:		**Number of Credits**	**1 per semester**

Describe the purpose of the proposed course and or curriculum program. Include how the proposed course or curriculum program will more effectively serve the needs of the students.

Video Game Design I, is a concentrator course in the Games and Simulation pathway designed to develop foundational game design knowledge and understanding through academic integration and technical preparation with a focus on providing students in-depth and advanced instruction and hand-on experience pertaining to the development of video games with a special emphasis on coding.

Video Game Design II, This course picks up where Video Game Design I leaves off. In addition to creating games at a higher technical and aesthetic standard, Video Game Design II takes the student from 2d into 3d game development and from beginning programming into programming using the C# programming language. Game Design is an all-encompassing technical field, where cutting edge technology is combined with some of the most creative minds available to produce the most engaging entertainment available. The use of the Unity game engine acts as an introduction to 3D game development, covering everything needed to take a game from concept to completion.

Describe the content of the proposed course. Attach any supporting materials, including course outlines. No more than 5 pages.

Video Game Design I, Areas of study include career exploration, designing a video game, design process, basic programming, graphic arts, sound and music production, project management, working as part of a design and engineering team, and building 2d platform games. Students will complete both individual and team game production assignments, learning sequencing and engaging in critical thinking, problem solving, and teamwork while developing games and exploring the process. The curriculum for this course includes 21st century job skills such as: effective communication, critical thinking, creativity, and collaboration. Upon the completion of this course, students will be prepared to advance to Video Game Design II or transition to post-secondary career training.

Video Game Design II, With a wide range of topics, the course will provide opportunities for students to discover passions towards technology in ways that resonate with their interests. By the end of this course, students will have exposure to and an understanding of: Object-oriented programming concepts, game development skills with Unity C# Programming Language, and 3D modeling using the 3D design, modeling and animation program Blender, animation in a 3D game environment, trouble-shooting and problem-solving coding issues, concepts related to the design process and collaboration on group-based projects.

Supporting Material:
Content/Supporting Material Used: North America Scholastic ESports Federation: CTE Game Design & Integration Pathway Software Development Strand

Describe the planning process. Include the extent of community, staff, and student involvement.
Mr. Osborn has started an E-Sports club at Gibson Southern High School that has generated a great deal of interest. These classes will help enhance the excitement of the club and will allow students to learn and grow more with the rapidly growing field of gaming design.
Describe how the effectiveness of the program will be evaluated. Especially the effects on learning outcomes. Evaluation of student progress, e.g., SAT, ISTEP+, iLearn, other norm referenced or criterion referenced scores, performance based assessment, informal type assessments, portfolios, etc.
We would like to grow our AP Computer Science numbers at Gibson Southern. Getting student interested and engaged in Computer Science earlier with classes such as these will help grow our Computer Science program at Gibson Southern High School.

Submit application by email to: Matt Walsh jwalsh1@doe.in.gov