

Local Application Program Information by TOP Code (& Final Report)

2014-2015

District/College: RSCCD/Santa Ana College **Agreement No.:** XX-C01-XX
Program Title: 3D Modeling & Animation Certificate Program **TOP Code:** 0614.00

Title of Proposed Project/Activity		3D Modeling & Animation Lab Upgrade	
Department/Division		FINE & PERFORMING ARTS	
Project Director		Patricia Waterman	
Project Director's Phone #	(714) 564-5600	Email	Waterman_patricia@sac.edu
Division Dean	Eve Kikawa		
Dean's Phone #	(714) 564-5600	Email	Kikawa_eve@sac.edu
TOP Code	0614.00	TOP Code Title	Digital Media/Animation

Funding Rationale

Based upon a review of the Core Indicators Report for your program, which of the following core indicators will be addressed in this plan?

- 1P1 – Technical Skill Attainment – Successful course completion
- 2P1 – Credential, Certificate or Degree – Student program completion
- 3P1 – Student Persistence or Transfer – Higher Education
- 4P1 – Student Placement – Employment
- 5P1 – Nontraditional Participation – DISTRICT PRIORITY
- 5P2 – Nontraditional Completion – DISTRICT PRIORITY

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text)

1. Currently, the lab software is five and seven years old. We now need to upgrade in order to properly prepare our students for the current job market.
2. We also need to include an additional software program that will better prepare our students for the emerging job markets in the growing video game/interactive media industries.
3. Lastly, the hardware that links all of the computers together for lectures and demos is 10 years old and is breaking down. Several computers are now not connected to the teacher's computer and the hardware system has been discontinued so we are unable to order parts. Recently, another company has emerged that provides an updated solution to replace our existing system. Replacing this system with the new one is also being urged by Nick Quach in the IT department.

What is your projected completion date?	June 2015
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Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately ½ page of text)

1. The Fine and Performing Arts Division has successfully expanded the courses that are being offered in the digital arts program during the last several years. Having updated software and hardware will allow these programs to maintain its growth.
2. Providing proper up-to-date software for all students will serve everyone by raising enthusiasm, and productivity, resulting in a higher level of professional-quality work being produced by all.
3. Upgraded software will also help to increase the number of students, who successfully transfer to higher education, obtain internships, and jobs due to increased productivity and level of professional work.
4. A quality computer lab has proven to be a great incentive especially to the following groups listed below, who seek-out leading digital arts programs nation-wide that have the best professional-level computer equipment:
 - a. high school students in the career advanced placement program,
 - b. the top-tier graduating high school students,
 - c. students who have already obtained higher degrees at the university-level who seek more specialized training.

Final Report summary (this yellow shaded sections are for Final Report)

1. Was the program improvement issue(s) addressed and/or planned objectives met? (Narratives limited to 1000 characters)
 If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
 If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3.
 Select **Yes** **No** **Partially** (Complete the following narrative section(s) as appropriate.)

2. Describe any barriers encountered and lessons learned – Required if the response to Question 1 is No or Partially.
 (Narratives limited to 1000 characters or approximately one quarter page of text).

3. Describe accomplishments including effective practices derived from the project
 (Narratives limited to 1000 characters or approximately one quarter page of text).

Final Report of Expenditures: \$ _____ (Resource Development will have this amount for Final report)

Professional Dev. (Including stipends)		Instructional Materials Purchase/Replacement (Include software)
Instructional Equipment Purchase/Replacement		Programs/Services for Special Populations
Facility rental/lease (off-campus location)		Consultant or Other Contracted Services
Curriculum Development		Other (specify)
Program Marketing & Outreach		

<p>Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.</p>		<p>Indicate with a check mark which requirements have been met, below.</p>	
Requirements for Uses of Funds	MET	UNMET	For Final Report if the UNMET activity is now met
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	x		
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	x		
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	x		
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	x		
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	x		
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	x		
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	x		
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	x		
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	x		
<p>FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:" Describe specific activity(ies) intended to address for <u>each</u> of the unmet requirement(s). (Limited to 2,000 characters, or approximately 1/2 page of text.)</p>			
<p>FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:" Describe specific future activity(ies) intended to address for <u>each</u> remaining unmet requirement(s). (Limited to 4,000 characters)</p>			

10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)	
<input checked="" type="checkbox"/>	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
<input checked="" type="checkbox"/>	2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
	3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
<input checked="" type="checkbox"/>	4. Provide programs for special populations. [§135(c)(4)]
	5. Assisting career and technical student organizations. [§135(c)(5)]
	6. Mentoring and support services. [§135(c)(6)]
<input checked="" type="checkbox"/>	7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
	8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
<input checked="" type="checkbox"/>	9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
<input checked="" type="checkbox"/>	10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
<input checked="" type="checkbox"/>	11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
<input checked="" type="checkbox"/>	12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
<input checked="" type="checkbox"/>	13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
	14. Providing support for family and consumer sciences programs. [§135(c)(14)]
<input checked="" type="checkbox"/>	15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
<input checked="" type="checkbox"/>	16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
<input checked="" type="checkbox"/>	17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
	18. Providing support for training programs in automotive technologies. [§135(c)(18)]
	19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
	20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

<input type="checkbox"/>	Professional Dev. (including stipends)	<input checked="" type="checkbox"/>	Instructional Materials Purchase/Replacement (including software)
<input checked="" type="checkbox"/>	Instructional Equipment Purchase/Replacement	<input type="checkbox"/>	Programs/Services for Special Populations
<input type="checkbox"/>	Facility rental/lease (off-campus location)	<input type="checkbox"/>	Consultants or Other Contracted Services
<input type="checkbox"/>	Curriculum Development	<input type="checkbox"/>	Other (specify)self evaluation for improvement of the program
<input type="checkbox"/>	Program Marketing and Outreach		

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

<input checked="" type="checkbox"/>	Entirely with Perkins Funds
<input type="checkbox"/>	Entirely with Other Funding Sources
<input type="checkbox"/>	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 15513

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries			
2000 – Classified salaries (Instructional Assistant)			
3000 – Benefits (based on 2013/14 benefits) Part-time faculty & beyond contract (13.15%) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.542%) Full-time classified (22.542% of wages + health & life insurance (maximum \$22,374.12) & fringe ben.\$1,486.36)			
4000 – Supplies & Materials Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors	\$20,432.05		\$20,432.05
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract			
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)	\$20132.00		\$20,132.00
Total Funding Requested	\$40,564.05		\$40,564.05

Note: Final Report of expenditures will be reported according to the following categories:

- a. Curriculum Development/Instruction
- b. Professional Development
- c. Counseling/Direct Services to Students
- d. Other: You must provide a description of programs/services funded
- e. Administration (not to exceed 5% - reserved for DO)


PLEASE NOTE CARL PERKINS IV FUNDS MAY ONLY SERVE CAREER-TECHNICAL STUDENTS

Budget Questions/Clarifications:

Project: 3D Computer Lab						
Item	# of units	Unit cost	Cost	Tax 8.755%		Total Including shipping (when applicable)
V-Ray 2.0 for 3ds Max	2 15 packs	\$107.00	\$2,458.00			\$2,458.00
Perpetual Autodesk Entertainment Creation with one upgrade	25	\$80.00	\$2,000.00	0.00%		\$2,000.00
Perpetual Unity 3D software	25	\$599.00	\$14,975.00	0.00%		\$14,975.00
COMPOSITE LINK SYSTEM	23	\$888.35	\$20,432.05	0.00%		\$20,432.05
Smart Sound Discounted 25 Album Coupon Pack	25		\$699.00	0.00%		\$699.00
Grand total for all projects:						\$40,564.05

Perkins IV I-C application (& Final Report)

Acceptance of requested funds entails a responsibility for developing a project plan and final report. All 9 mandated activities must be achieved. Each department must submit a copy of their Advisory Committee Minutes to the Career Education & Workforce Development Office.



Project Director

Date: 3/7/14



Division Dean

Date: 3/19/14

Section II Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information by TOP Code

College/District: RSCCD –

Agreement #: XX-C01-042

Retain in District Audit Files

Program Title: 3D Modeling & Animation Certificate Program

TOP CODE(s): 0614.00

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
<p>Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).</p> <p>Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds."</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p> <p>Section 135(b) Requirements</p> <p>1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</p> <p>2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).</p>	<p>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</p> <p>1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</p> <p>2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</p> <p>3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</p> <p>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED! Outcome by the end of the fiscal year (final report)</p>	<p>Core Indicator addressed by the activity listed.</p> <p>1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree Transfer 3 = Student Persistence or Placement 4 = Student Placement 5 = Nontrad. Participation 6 = Nontrade. Completion</p>	<p>Designate source of funds to be used by assigning a number as shown below:</p> <p>1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed</p>	<p>Status of Activity: 1 = Planned 2 = Started 3 = Continuing 4 = Completed</p> <p>Status of activity at the end of the fiscal year (final report)</p>
	<p>Activities</p> <p>1. The 3D Modeling & Animation Certificate program requires students to write critiques to other students online referring to the principles of design and animation. This strengthens their writing and critical thinking skills.</p> <p>1. Instructor is actively engaging with the secondary schools by doing talks at the various schools and attending county-wide career event. Such outreach efforts to high schools and career events strengthen bonds between 3D Modeling & Animation Program instructor, the secondary school teachers, and educate the grade school students on career pathways in digital arts.</p> <p>2. The program offers annual classes for 12 year olds and up thru Community Services to provide opportunities for grade school kids and adults to "have a taste" of the curriculum through short one-day and one-week classes.</p>	<p>Core Indicators</p> <p>1,2,3,4,5,6</p>	<p>Source of funds</p> <p>4</p>	<p>Status</p> <p>3</p>
		<p>Core Indicators</p> <p>1,2,3,4,5,6</p>	<p>Source of funds</p> <p>4</p>	<p>Status</p> <p>3</p>

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TOP CODE(s): 0614.00

Program Title: 3D Modeling & Animation Certificate Program

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	1. The upgraded lab will provide students with the best possible chance to produce at optimum levels as required by the industry. 2. The 3D Modeling & Animation Program regularly hosts industry professional class visits, and the “cap stone” class, “Art167” includes field trips to various types of businesses that hire 3D artists. Most of the classes also include assignments that serve to assist students’ career exploration.	1,2,3,4,5,6	2	3
Enter applicable number in appropriate column below.				

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	Computer lab will be equipped with current software and professional level hardware for entertainment and communication arts production.	1,2,3,4,5,6	1	1,3
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research, and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	1. Instructor attends industry and educational curriculum enhancement conferences throughout the year. 2. Meetings with industry professionals allows instructor to deepen bonds with industry that can lead to more paid internship opportunities for students.	1,2,3,4,5,6	2,4	3
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	A survey will be given to students at the end of the semester which will help to evaluate the effectiveness of the classes in key ways. Instructor will compile data from the Research department of RSCCD and solicit the help of CTE department for other sources that can help in gathering information on who the program is serving and its effectiveness.	1,2,3,4,5,6	4	3

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Computer lab will be equipped with current software and professional level hardware for entertainment and communication arts production.	1,2,3,4,5,6	1	3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	Computer lab is equipped with 22 professional level computer systems, plus 4 spaces for students who wish to use their own laptops. (A growing trend). We also provide the main lab downstairs with 5 copies of 3DS Max software and 3 copies of Unity3D game engine software.	1,2,3,4,5,6	1	3
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	The 3D modeling & Animation Program serves all adults including those who have not graduated from high school.	1,2,3,4,5,6	4	3

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TOP CODE(s): 0614.00

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to: (1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. (2) Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.	Instructor meets with professionals regularly phone or in-person informal meetings, networking events and conference participation, and advisory meetings to ensure that what is taught is pertinent to industry needs for entry-level employees.	1,2,3,4,5,6	4	3
(3) Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.	1. Computer lab has a library of catalogues from post-secondary colleges, flyers from companies who are hiring artists, plus a comprehensive list of websites of interest to 3D artists. This list includes job sites, schools, companies that hire 3D artists and other sites of value to 3D artists. 2. Instructors provide mentoring and instruction from knowledge derived from industry experience and conference participation.	1,2,3,4,5,6	4	3
(4) Provide programs for special populations.	The 3D modeling & Animation Program trains students for nontraditional occupations in computer science, technology and emerging high-skill occupations as pertain to interactive media communications and entertainment.	1,2,3,4,5,6	4	3
(5) Assisting career and technical student organizations.				
(6) For mentoring and support services;				
(7) Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.	Computer lab will be equipped with current software and professional level hardware for entertainment and interactive communication arts production.	1,2,3,4,5,6	1	3

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.				
(9) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.	Instructor is currently active in developing additional certificates that will provide students with advanced skills that are now required for today's entry-level jobs.	1,2,3,4,5,6	4	3
(10) Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.	Instructor is actively pursuing formal initiatives that will provide for smoother transitions for students wanting to pursue baccalaureate degree programs, including articulation meetings with educators and counselors, and collaborative opportunities for our community college students with university students via Professor Waterman's annual Intercollegiate Game Team Formation Event.	1,2,3,4,5,6	4	3
(11) Providing activities to support entrepreneurship education and training.	Instructors incorporate curriculum involving entrepreneurship education in all courses, especially Art295 Computer Graphics Production, and Art167 Commercial Application of 3D.	1,2,3,4,5,6	4	3
(12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.	The new Unity3D game engine software will serve to prepare students for more careers in the budding "gamification" movement.	1,2,3,4,5,6	4	3
(13) Developing and supporting small, personalized career-themed learning	1. Instructors nurture personalized career-themed learning communities in all courses within the program. This is	1,2,3,4,5,6	4	3

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
communities.	accomplished by having the students research careers to determine appropriate directions. They are then grouped up with other like students. These groups pursue mutual goals to optimize success.			
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.	The 3D Modeling & Animation Program serves all adults including those who have not graduated from high school.	1,2,3,4,5,6	4	3
(16) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.	3D Modeling & Animation Program provides instruction in developing marketing skills for obtaining jobs, and on how to finance baccalaureate degree programs.	1,2,3,4,5,6	4	3
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	1. Through talks made at high schools, brochure distribution and dynamic internet marketing via websites, the 3D Modeling and Animation program provides mentoring and awareness-building activities.	1,2,3,4,5,6	4	3
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				

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Section 135(b) Requirements

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SUMMARY OF COMMITTEE RECOMMENDATIONS

Additional recommended software purchases (beyond what the program already has):
 New color printer

One or more of the below packages:

- ~~VRay – Advanced Lighting System~~
- ~~3D Coat – for UV-unwrapping and painting (recommended by Blizzard 3D artist)~~
- ~~Mari – Digital Painting – excellent but not basic~~
- ~~Body Paint 3D – for UV Unwrapping, Sculpting & Painting~~
- ~~Substance Designer – UV Unwrap~~
- ~~Zbrush – Sculpting~~
- More smart sounds software

