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New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

☒ New Program Proposal

☒ Business Plan (https://www.ache.edu/index.php/forms/)

☒ Undergraduate or Graduate Curriculum Plan (https://www.ache.edu/index.php/forms/)

Primary Contact Information

Institution: Calhoun Community College

Contact: Geoffrey Rankin

Title: *Video Game Development/Animation Instructor*

Email: geoffrey.rankin@calhoun.edu

Telephone: 256-260-2449

Program Information

Date of Proposal Submission: 8/28/2025

Award Level: Associate's Degree

Award Nomenclature (e.g., BS, MBA): AAS

Field of Study/Program Title: Video Game Production

CIP Code (6-digit): 50.0411

Administration of the Program

Name of Dean: Kimberly Parker

Name of College/School: Calhoun Community College

Name of Chairperson: Jacki Vadney

Name of Department/Division: Fine Arts Division, Visual Arts Department

Implementation Information

Proposed Program Implementation Date: Fall 2026

Anticipated Date of Approval from Institutional Governing Board: 11/12/2025

Anticipated Date of ACHE Meeting to Vote on Proposal: 12/12/2025

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Notification

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review): N/A –
Calhoun 5th year SACSCOC report is not until 2027.

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Program Description

    A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

Our Fine Arts Division is proposing a new program called Video Game Production A.A.S. This program will be offered in our new facility, the STEAM Imagination Center in downtown Decatur, just about 2 blocks away from our Fine Arts facilities at the Alabama Center for the Arts. The new degree program will allow our students to focus their interest in Game Design and Development, learning key aspects of production for Game Design. These topics include, CGI Software, Concept Art, CGI Shading Lighting and Rendering, Narrative Games, Esports and Media, Audio for Visual Media, and more. Students will have the option for a program elective allowing them a bit more focus in a topic of their choice. The program will have students creating animations, models, and working prototypes of games through their AAS coursework. It will culminate in a professional portfolio of work for them to either continue to a 4-yr institution or proceed into the workforce.

    B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. This program offers students focused training in Video Game Production, with specialized training in production and design skills for a growing and evolving competitive industry in Game Design. The coursework will be offered in our new facility, the STEAM Imagination Center in downtown Decatur, just 2 blocks away from our Fine Arts facilities at the Alabama Center for the Arts.

2. Students are being exposed to industry workflows across a wide variety of projects, giving them an opportunity to find areas of specialization within video game production that resonates with them for future careers. Topics include CGI Software, Concept Art, CGI Shading Lighting and Rendering, Narrative Games, Esports and Media, Audio for Visual Media, and more.

3. This program presents focused curriculum in Game Design that gives students an opportunity to pursue training they could not receive in a different plan of study. Students have the option for a program elective allowing them a bit more focus in a topic of their choice. The program will have students creating animations, models, and working prototypes of games throughout their AAS coursework.

4. This program is a unique merging of artistry and technology that gives students in an artistic program an opportunity to engage in more technical skills in addition to more traditional visual arts education.

5. Lightcast report research shows job opportunities at both the Associates and Bachelors degree levels. Students from this program will be able to enter the workforce into entry

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level jobs in Video Game Production, Animation, and alternative professions. Students may also peruse career opportunities that utilize modeling, real-time software, and interactive design. These are common technologies used in both the military and in private sector.

C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

1. Adam Lewis, Athens State University – Professor of Computer Science – Mathematics Division
2. Vinny Argentina, University of Alabama at Huntsville – Associate Professor of Art, Animation & Game Design – Art & Art History Dept.

D. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Students will create a professional quality portfolio that shows an understanding of Video Game Production skills.
2. Students will utilize and exhibit knowledge of the core principles of game design and production, including concept development, gameplay design, mechanics, and player interaction.
3. Students will develop technical expertise with current industry standard software.
4. Students will apply the design process for games from concept generation to implementation.

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E. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
100304	3D Animation and Virtual Production AAS	Coastal Alabama Community College	This program is similar in some aspects of learning animation and modeling. However, it differs in not specifically focusing on Video Game Production and Development. Our program would offer students a focused degree in video game production, with skills in animation and modeling of assets for video game design. This similar program is located near Mobile, a minimum 5 hr. drive from Decatur. Our program would not compete, as we are in the Northern Alabama region.

F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs?   **Yes ☒ No ☐**

If *yes*, please describe these relationships including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)

This program shares courses with our current Visual Communications: 3D Modelling & Animation program. However, with anticipation of approval of the Video Game Production program, we plan to close the 3D Modelling & Animation program. The students we recruit are interested more into video game production and development. This new degree will serve their career goals in a more direct pathway. We are developing a full Teach-Out plan for 3D Modelling & Animation, ensuring that we offer all courses in the current degree to allow those students in that program to complete the degree program without issue.

If *not*, please describe how the institution plans to support a program unrelated to existing offerings.

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored?   **Yes ☒ No ☐**

If *yes*, provide a brief explanation of the proposed collaboration plan(s) for the program:

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Calhoun Community College has its own E-Sports Team. We have been in conversation, and will continue to discuss, how students on the E-Sports Team can integrate into this program. Additionally, our Video Game Production curriculum offers a new course in E-Sports (CAP 207 Game Industry Survey – Esports and Media).

Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored?   **Yes** ☒ **No** ☐

If *yes*, provide a brief explanation of the proposed collaboration plan(s) for the program:

As a new program to be offered at the Alabama Center for the Arts, we work closely with our partner institution in the Arts, Athens State University. We have been in conversations already about the courses for this program and have inquired about the potential for students to transfer into Athens State University, either into BFA in Art with a Concentration in Multimedia Production or a degree in CIS. Athens State offers a Certificate in Game Design and a Certificate in Game Development through their CIS program. We are continuing to have conversations with Athens State, as there are opportunities to develop a clear pathway here. This would create a population of AAS students to feed into our partner institution. Lightcast reports we had pulled for job titles of Mobile Game Developer and Game Artist, show that 42-53% of working professionals in this specialty are attaining a Bachelor level for the workforce. Our program will create a strong foundation for students to earn their 2-year degree with us and then continue to our partner institution.

We are also in the early stages of communication with other 4-yr institutions (UAH and SCAD) to hopefully develop 2+2 articulation agreements for our students to continue onward to obtaining a 4-yr degree. It has been made known to us that UAH is currently developing a Video Game degree offering but are in process of developing that academic program. We hope to continue our discussions and to be able to partner with them once their degree is officially offered.

H. Programmatic Accreditation

Select the appropriate program accreditor from the drop-down menu below:

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):

This falls under the existing college accreditation. No new accreditation needed.

I. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition: **Yes** ☐ **No** ☒

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

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If **yes**, please explain:

No specific licensure or industry certification is required in Video Gaming Industry.

Select the appropriate licensure body from the table below: N/A

Choose an item.

Select the appropriate license from the table below: N/A

Choose an item.

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation?   **Yes** ☐ **No** ☒

If **yes**, please explain:

No specific licensure or industry certification is required in Video Gaming Industry.

K. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

There are no additional admissions requirements to this program, beyond those to be accepted to Calhoun Community College. Students are not required to have prior degrees or experience to enter the program and be successful.

L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

We plan to offer Core Curriculum for this degree in-person and in hybrid modalities. This program will be offered in our new facility, the STEAM Imagination Center in downtown Decatur, just about 2 blocks away from our Fine Arts facilities at the Alabama Center for the Arts. We intend students to complete courses here at the ACA, without utilizing competency-based assessments.

Can students complete the entire degree program through distance education (100% online) based on the following definition?   **Yes** ☐ **No** ☒

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Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an *Off-Campus Site Request* if new.

We plan to offer Core Curriculum for this degree in-person and in hybrid modalities. This program will be offered in our new facility, the STEAM Imagination Center in downtown Decatur, just about 2 blocks away from our Fine Arts facilities at the Alabama Center for the Arts (ACA). We intend students to complete courses here at the ACA, without utilizing competency-based assessments. General Studies courses that are required in Areas 1-4 are available to be taken on any of the 3 Calhoun campuses, or via Distance Learning sections of those courses. This allows for flexibility in fulfilling the Areas 1-4 requirements.

Will more than 50% of this program be offered at an off-campus site(s)   **Yes** ☐ **No** ☒

If *yes*, which sites?

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17.

SOC 1 (**required**): Video Game Designers - 15-1255.01

SOC 2 (*optional*): Special Effects Artists and Animators - 27-1014.00

SOC 3 (*optional*): Art Directors - 27-1011.00

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (https://www.ache.edu/index.php/policy-guidance/) or with emerging industries as identified by Innovate Alabama or the Economic Development Partnership of Alabama (EDPA).

Alabama is home to ever expanding opportunities in the tech industry, and the demand for artists with technical skills gained through an understanding of the video game production pipeline is valuable and necessary for the needs of the growing industry. The technology and skills of video game production have applications in the entertainment industry as seen in SOC 1: Video Game Designers-15-1255.01 with responsibilities such as creating core game features, including storylines, role-play mechanics, and character biographies for a new video game or game franchise as

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well as being needed for visualization, simulation, and other jobs related to the military and defense industry in both the public and private sector as denoted by the Military Crosswalk titles and related occupations sections of SOC 1. There are also many opportunities outside of exclusively video game design to apply technical skills in art direction and animation across a variety of creative fields, as can be seen within SOC 2: Special Effects Artists and Animators - 27-1014.00, and SOC 3: Art Directors - 27-1011.00

The program emphasizes practical skills in areas such as concept development, 3D modeling, game asset creation, real-time game engine use, and gameplay animation. Students develop professional quality work samples for their portfolio across the curriculum and engage in research and discussion about current industry trends and topics so they are up to date and ready to enter the workforce upon completion of the program. These curriculum goals align closely with many of the roles and responsibilities denoted in SOC 1's tasks and detailed work activities. The technical skills developed by students through the course such as software skills, previsualization, and animation prepares students to be employed and create professional quality work in a variety of creative roles that align with the needs of both SOC 2 and SOC 3.

O. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

An observation of job postings on popular hiring websites and resources shows that many employers looking to hire in these roles will list a preference for candidates to possess either an associates or bachelor's degree in Video Game Production or a related field. Employers place great significance primarily on familiarity in software tools, skills, and strong portfolio samples in their qualifications. Common requests across a survey of the popular hiring website "Indeed" show a stronger desire for practical technical experience and work samples. Playtrix, a major mobile game developer hiring in Alabama shows through their posting "Junior Game Designer" their desire for applicants to have participated in game production previously in their requirements for applicants, while showing an optional preference for applicants that possess a Bachelor's or 1+ years of development experience. (Reference information: https://www.indeed.com/viewjob?jk=0e03991d06526758)

P. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27** and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).

Over the last year, we have conducted informal in-class surveys and discussions to note interest of future pathways and careers for our students. These survey conversations were held in CAT 283, which has been our foundations course in Animation. We asked students about their interests in future career paths, as well as specialized courses. We noticed a

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repeated interest in future careers in the Video Game Industry, using animation and modeling software as a steppingstone into that career path. In addition to surveying our students, our conversations with the mentioned 4-yr institutions allow us best prepare our students to successfully transfer earn a 4-yr degree and then enter the workforce to fulfill current industry demands.

According to the University of Washington Magazine, "Video games are played in two-thirds of the households in America, where people spent nearly $19 billion last year on games ranging from 99-cent iPhone titles to $400 consoles with ultrapowerful graphics processors and exotic motion-control systems." (https://magazine.washington.edu/feature/the-business-of-gaming-its-bigger-than-you-might-think-and-its-growing/) They go on in the article to note, "Over the last decade, Seattle has become the world hub for casual games, with dozens of companies in the business, ranging from tiny studios to large development and publishing companies such as Big Fish Games, founded by RealNetworks veteran Paul Thelen, '89, in 2002. Thelen started out writing games himself and asking his mother to test them; now Big Fish employs around 450 in Seattle; Vancouver, B.C.; and Cork, Ireland. Last year Big Fish had sales of more than $130 million and Thelen expects growth to continue as the company expands to new platforms such as smartphones and tablet computing devices." (https://magazine.washington.edu/feature/the-business-of-gaming-its-bigger-than-you-might-think-and-its-growing/) Statista reported in Nov. 2024, "The global video game industry is a billion-dollar business and has been for many years. In 2024, the revenue from the worldwide gaming market was estimated at almost 455 billion U.S. dollars, with the mobile gaming market generating an estimated 98.7 billion U.S. dollars of the total." (https://www.statista.com/topics/868/video-games/#topicOverview) Nintendo, Microsoft, and Sony generate more than 60 billion dollars in annual revenue. Sony holds the largest gaming market. With this type of continued growth and success, the gaming industry is only going to continue to grow and need trained designers to develop new products for the market. More information showing the industry reach, profits, and job demands are noted in Forbes: https://www.forbes.com/councils/forbesagencycouncil/2023/11/17/the-gaming-industry-a-behemoth-with-unprecedented-global-reach/. In this report, Forbes notes: "In 2022, the global gaming industry generated an estimated $184.4 billion. In 2022, the global recorded music industry generated $26.2 billion. In 2022, the global movie industry generated $26 billion in box office revenue."

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I. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	3	2	5
	Part-Time Faculty			
	Administration	1		1
	Support Staff	1		1
**New To Be Hired	Full-Time Faculty			
	Part-Time Faculty			
	Administration			
	Support Staff			
	Personnel Total			7

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

Note: Include *any new funds* designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits *should not be included* in the Business Plan.

In this program, the Core Curriculum (listed above) is primarily initially to be taught by our full-time Video Game/Animation Instructor, Geoffrey Rankin. With his expertise in Video Game Design and Production, he will bring skills, mentorship, and knowledge to the courses he teaches. He has trained with and created work within a wide variety of CG renderers across both Pre-rendered and real-time, aimed typically at realism using a PBR workflow. Geoffrey's strongest software specialties are the Arnold renderer within Maya for pre-rendered and Unreal Engine 5 for real time lighting using Lumen.

In addition, we have incorporated courses from Music Technology (MIC 253 and MIC 291) which are taught by one of our full-time Music Technology Instructors, Daniel Beard. Daniel has years of audio and music editing in the professional world, including working at Fame Studios as Studio Manager and Chief Engineer. He has also worked as a freelance audio engineer, in addition to working in other recording studios in Muscle Shoals (Wishbone and Big Star). Daniel has worked on several Grammy Award nominated projects, bringing professional audio engineering experience into the courses he teaches.

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Additionally, we have a Drawing I course (ART 113), most often offered by full-time Art Instructor Tracie Bradford. Tracie began her teaching career in 2010. She has worked with Huntsville City Schools, serving as one of the Visual Arts teachers at Huntsville High and the Academy for Academics and Arts. She also served as an adjunct instructor at Calhoun Community College and J.F. Drake State Community College for twelve years before becoming full-time faculty at Calhoun in 2023. With over 2 decades of experience in Art, Tracie teaches Drawing from a beginner perspective that will give students in this program a clear foundation in drawing techniques.

Students will also be taking VCM 232 Advanced Computer Graphics. This course is offered as a full semester study in Adobe Photoshop. It is most often offered by Visual Communications Instructor Kelly Porter. Kelly has over 15 years of graphic design experience and has been teaching full time at Calhoun Community College since Fall 2023. Kelly has a passion for design and digital media, with a commitment to empower the next generation of creative minds. Kelly's professional experience in Photoshop, as well as the full Adobe Creative Suite, allows her to impart valuable image editing that transfers to Video Game Production in asset creation and design.

Finally, we have incorporated ART 299, which is taught by Visual Communications Instructor and Visual Arts Chair, Jax Vadney. Ms. Vadney has over 2 decades experience in telling stories, both through theatre, art, and design. This breadth of knowledge directly translates to thinking about a student's career goals and options of pathways. In addition, she has been a working professional in the arts since 2001. Past experience in the professional theatre design industry gave Jax experience in hiring personnel, including reviewing practices of resumes, portfolios, and interview practices. She brings this knowledge to ART 299, helping students develop professional portfolios of their work, and preparing them for interviews in the job market or to continue their educational path to a 4-yr degree.

Noted above, we have Dean Kimberly Parker, overseeing all academic programs within the Fine Arts Division. As well, the Fine Arts Division is served by Ms. April Sivley as our Division Administrative Assistant. Both of these individuals focus on the program administrative and operating needs to ensure that each degree program and its faculty have what they need to ensure quality teaching, facilities, and support.

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B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note**: Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	**COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)**	**ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed**	**OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)**
Geoffrey Rankin (FT Video Game/Animation Instructor)	CAP 101 CGI Software Basics (3) – UN CAP 104 Intro to Game Design I (3) – UN CAP 107 Concept Art (3) – UN CAP 121 CGI Animation (3) – UN CAP 123 CGI Shading, Lighting, and Rendering (3) – UN CAP 124 Game Design II (3) – UN CAP 126 Game Design: Narrative Games (3) – UN CAP 207 Game Industry Survey: Esports and Media (3) – UN CAP 224 Digital Environment (3) – UN	BFA Art with a Concentration in Animation (University of Alabama in Huntsville – 2022) https://www.uah.edu/ahs/departments/art/programs/animation MA Visual Effects (Savannah College of Art and Design – 2024) https://www.scad.edu/academics/programs/visual-effects/degrees/mfa	IP/HY modality options
Daniel Beard (FT Music Technology Instructor)	MIC 253 Digital Audio Workstation Fundamentals (3) – UN MIC 291 Audio for Visual Media (3) – UN	MM Music Technology (Southern Utah University – Antic. Graduation Spring 2026) https://online.suu.edu/degrees/arts-communications/master-music-technology/studio-tech/ MBA (Auburn University at Montgomery – 2022) https://harbert.auburn.edu/degrees-programs/mba/full-time-mba/curriculum.html Certificate in Disruptive Strategy (Harvard Business School Online – 2021) https://pll.harvard.edu/course/disruptive-strategy BS Music with a Specialization in Commercial Music (University of North Alabama – 1998) https://www.una.edu/areav/arts-sciences/music-commercial-music.html	IP/HY modality options

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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Jax Vadney (FT Visual Communications Instructor)	ART 299 Portfolio (1) – UN	MA Visual Communication Design (Liberty University – 2025) https://catalog.liberty.edu/graduate/colleges-schools/communication-art/visual-communication-design-ma/visual-communication-design-ma/ MFA Theatre Design and Technology: Technical Direction (University of Arizona – 2007) https://www.arizona.edu/degree-search/majors/master-of-fine-arts-in-theatre-arts BA English and Theatre (University of Scranton – 2001) https://catalog.scranton.edu/preview_program.php?catoid=62&poid=9271 and https://admissions.scranton.edu/academic-programs/majors-minors/programs/english.shtml	IP/HY modality options
Kelly Porter (FT Visual Communications Instructor)	VCM 232 Advanced Computer Graphics (3) – UN	MA Art and Technology (University of Oklahoma – 2023) https://online.ou.edu/program/ma-in-art-and-technology/ BFA Graphic Design (Liberty University – 2020) https://www.liberty.edu/residential/communication-and-the-arts/bachelors/bfa-in-graphic-design/	IP/HY modality options
Tracie Bradford (FT Art Instructor)	ART 113 Drawing I - UT	MA Art Education (Alabama A&M University – (2009) BA in Fine Arts (Southern University A&M College – 2006)	IP/HY modality options

Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)

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Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site

Equipment

Will any special equipment be needed specifically for this program?   **Yes** ☐ **No** ☒

If *yes*, list the special equipment and include all special equipment costs in the ***Business Plan, Line 8***:

We already have equipment and facilities for this degree program. We plan to pursue grants for any future equipment purchases.

C. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program?
Yes ☐ **No** ☒

If *yes*, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the ***Business Plan, Line 9***:

D. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program?   **Yes** ☐ **No** ☒

If *yes,* provide the number of assistantships to be offered and include all *new* costs for assistantships in the ***Business Plan, Line 10.***

Explain the function of the Assistantships (i.e., teaching, research, etc.)?:

We do not plan to offer Assistantships at this time. However, through Calhoun, students have the opportunity to apply for Federal Work Study, as well as the opportunity to be a class tutor, if approved by the program and instructor.

E. Library

Will any **additional** library resources be purchased to support the program?   **Yes** ☐ **No** ☒

If *yes*, briefly describe new resources to be purchased and include the cost of new library resources in the ***Business Plan, Line 11***:

We are not currently in need of purchasing additional Library Resources. This is a compiled list of the current resources that would relate to this program proposal:

Calhoun Library Resources – Documented by Head Librarian, James Loyd:
Albee, Timothy. *CGI Filmmaking: the Creation of Ghost Warrior*. Jones and Bartlett Publishers, Inc, 2004. EBSCOhost eBooks,

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https://lib.calhoun.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthTy pe=ip,uid&db=nlebk&AN=104273&site=ehost-live

Albee, Timothy, et al. *Essential Lightwave 3D 8: the Fastest and Easiest Way to Master Lightwave*. Jones and Bartlett Publishers, Inc, 2005. EBSCOhost eBooks, https://lib.calhoun.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthTy pe=ip,uid&db=nlebk&AN=126348&site=ehost-live

Albee, Timothy. *Lightwave 3D Character Animation*. Jones and Bartlett Publishers, Inc, 2002. EBSCOhost eBooks, https://lib.calhoun.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthTy pe=ip,uid&db=nlebk&AN=70179&site=ehost-live

Avgerakis, George. *Digital Animation Bible: Creating Professional Animation with 3ds Max, Light Wave, and Maya*. McGraw-Hill Professional, 2004. EBSCOhost eBooks, https://lib.calhoun.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthTy pe=ip,uid&db=nlebk&AN=113766&site=ehost-live

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F. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the *Business Plan, Line 12* and itemize and explain below: N/A

G. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the *Business Plan, Line 13* and explain below:

Calhoun Marketing has $8,000 in funds to go toward promotions and recruitment for the first year of marketing this new program. This would be used for both marketing in digital and print media formats, as well as any costs necessary in participating in recruitment events. An additional $39,000 is budgeted for marketing and recruiting over years two through four. In year five, $125,000 will be needed for technology upgrades in the lab space.

II. Program Revenue and Funding

A. Tuition Revenue:
Please describe how you calculated the tuition revenue that appears in the *Business Plan, Line 17*. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?
Note: Tuition Revenue should be proportional to total enrollment.

Revenue from tuition and fees was calculated based on current tuition and fees per credit hour, including the new Warhawk Book Pack fee to cover course materials. Full-time students were counted as 12 credit hours each for fall and spring. Part-time students were counted a 6 credit hours each for fall and spring. While we anticipate summer enrollments, those were not counted in the tuition and fees calculations. All tuition and fees were calculated at the in-state tuition level.

B. External Funding:
Will the proposed program require external funding (*e.g.*, Perkins, Foundation, Federal Grants, Sponsored Research, etc.)?   **Yes** ☒ **No** ☐

If *yes*, please include all external funding in the *Business Plan, Line 18* and explain specific sources and funding below:

In year five, grant funding will be sought to cover technology upgrades. State workforce grants and ACCS grant funding, as well as federal grant funding sources would be considered. The anticipated funding level would be $125,000.

New Program Proposal

C. **Reallocations:** For each year will tuition revenue and/or external funding cover projected expenses?   **Yes** ☒ **No** ☐

       If *not*, budget reallocation may be required. Please include all reallocations in the ***Business Plan, Line 19*** and describe below how your institution will cover any shortfalls in any given year.

       What has existed as our 3D Modeling & Animation budget will be allocated to this new program. All our budgets in Visual Communications fall under one umbrella with itemized notes for each degree's expenses. There will only be an internal adjustment in notation on our part.

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION:	Calhoun Community College		
PROGRAM NAME:	Video Game Production	CIP CODE:	50.0411
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)		

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY								$0
ADMINISTRATION/STAFF								$0
EQUIPMENT					$125,000			$125,000
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION AND OTHER COSTS	$8,000	$15,000	$10,000	$12,000				$45,000
TOTAL EXPENSES	$8,000	$15,000	$10,000	$12,000	$125,000	$0	$0	**$170,000**

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								$0
EXTERNAL FUNDING					$125,000			$125,000
TUITION + FEES	$17,472	$24,960	$37,440	$44,928	$57,408	$72,348	$77,376	$331,932
TOTAL REVENUES	$17,472	$24,960	$37,440	$44,928	$182,408	$72,348	$77,376	**$456,932**

ENROLLMENT PROJECTIONS
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	4	6	7	9	11	11	**8.00**
PART-TIME ENROLLMENT HEADCOUNT		2	3	4	5	7	9	**5.00**
TOTAL ENROLLMENT HEADCOUNT		6	9	11	14	18	20	**13.00**
NEW ENROLLMENT HEADCOUNT		6	8	10	12	12	13	**10.17**
Validation of Enrollment			YES	YES	YES	YES	YES	

DEGREE COMPLETION PROJECTIONS
Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	3	6	7	8	10	12	**7.67**

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:
1. Overview ☐
2. Components ☐
3. Options (as required) ☐

1. Undergraduate Overview

Enter the credit hour value for all applicable components (N/A if not applicable).
The credit hours MUST match the credit hours in the Curriculum Components table.

Curriculum Overview of Proposed Program	
Credit hours required in **General Education**	19-20
Credit hours required in **Program Courses & Required Electives**	44
Credit hours in **Program Options (concentrations/specializations/tracks)**	N/A
Credit hours in **Free Electives**	N/A
Credit hours in required **Capstone/Internship/Practicum**	N/A
Total Credit Hours Required for Completion:	**63-64**

Maximum number of credits that can be transferred in from another institution and applied to the program: The expertise and specificity of the program courses (Area V) would require that most of those courses be taken at Calhoun. All General Education credits (19-20) plus credits for ART 113, MIC 291, and VCM 232 (9 credits) could be transferred in. This totals 28-29 credits or about 45% of the degree. If a student transfers in from a like program and the courses are determined to be equivalent, Calhoun allows up to 75% of the degree (to be transferred in, or in this case, 47 credit hours.	28-47
Intended program duration in semesters for full-time students:	2 years (4 semesters)
Intended program duration in semesters for part-time students: It would depend on if students prefer 6+ or 9+ or 12+ semester loads. The program is designed for 15+ credit semesters to complete in 2 years.	3-4 years (6-8 semsters)

	YES	NO
Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an enployer partner, or alignment with nationally recognized industry standards?:	☐	☑

If **yes**, please explain (i.e., number of hours required, etc.):

	YES	NO
Does the program inlcude any concentrations/ tracks/ options?	☐	☑

2. Undegraduate Components

Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows as Needed				
Institution:	Calhoun Community College			
Program Name:	Video Game Production			
Program Level:	UNDERGRADUATE (ASSOCIATE)			
Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses		**19-20**		
ART 203 or 204	Art History I or Art History II	3	N	N
ENG 101	English Composition I	3	N	N
ENG 102	English Composition II	3	N	N
	MTH 100 or higher (MTH 100, MTH 110, or MTH 112)	3 or 4	N	N
	Natural Science Elective and Lab (AST 220, BIO 103, BIO 104, CHM 104, CHM 111, CHM 112, PHS 111, PHS 112, PHY 213, PHY 214, GEO 101, or GEO 102)	4	N	N
	Social & Behavioral Science Elective (ANT 200, ANT 220, ANT 230, ECO 231, POL 200, POL 211, PSY 200, PSY 210, SOC 200, or SOC 210)	3	N	N
Program Courses and Required Electives		**44**		
ORI 110	Freshman Seminar	1	N	N
ART 113	Drawing I	3	N	N
ART 299	Portfolio	1	N	N
CAP 101	CGI Software Basics	3	N	N
CAP 104	Intro to Game Design I	3	N	N
CAP 107	Concept Art	3	Y	N
CAP 121	CGI Animation	3	N	N
CAP 123	CGI Shading, Lighting, and Rendering	3	N	N
CAP 124	Game Design II	3	N	N
CAP 126	Game Design: Narrative Games	3	Y	N
CAP 207	Game Industry Survey: Esports and Media	3	Y	N
CAP 224	Digital Environment	3	N	N
MIC 253	Digital Audio Workstation Fundamentals	3	N	N
MIC 291	Audio for Visual Media	3	N	N
VCM 232	Advanced Computer Graphics	3	N	N
	Video Game Production Elective (CAT 283, ART 283, RTV 119, MIC 153, or ART 114)	3	N	N
Program Options (enter total credit hours from all options below)		**0**		
Free Electives		**0**		
Capstone/Internship/Practicum		**0**		

Total Credit Hours Required for Completion:	63-64			

Support Materials: Letters of Support

ATHENS STATE UNIVERSITY

Adam Wade Lewis
Professor of Computer Science
Division of Mathematical, Computer, and Applied Sciences
College of Arts and Sciences

July 31, 2025

To Whom It May Concern:

I write in enthusiastic support for the establishment and continued development of the Visual Communications Video Game Production program at Calhoun Community College.

As Professor of Computer Science at Athens State University, it is my responsibility to shepherd and manage our interdisciplinary certificates in Video Game Design and Video Game Development. These certificates are a collaboration between our Computer Science, Fine Arts, and Dramatic Arts programs.   Calhoun Community College is the premier community college partner for Athens State and students from Calhoun's new program will have a smooth transition to either of our two certificate programs.

The game industry reaches far beyond entertainment, with applications in education, healthcare, architecture, training simulations, and beyond.   The skills taught in this program will prepare students to address a growing demand within our joint service area.

A well-structured game design program equips students with not only technical skills in programming and 3-D modeling, but also with essential competencies in problem-solving, collaboration, narrative development, and user experience design.   My review of Calhoun CC's proposal gives me confidence that this new program will be able to graduate students who are career-ready or well-prepared to transfer to Athens State University.

I strongly support this initiative and am confident that it will have positive impact on both students and the broader community.   I look forward to any opportunities to collaborate with the program and contribute to its success.

Respectfully submitted,

Adam Wade Lewis, Ph. D.
Professor of Computer Science
Program Coordinator for Computer Science
Division of Mathematical, Computer, and Applied Sciences
College of Arts and Sciences
Athens State University
Athens, Alabama

Vincent Argentina
Associate Professor of Art
The University of Alabama in Huntsville
vinny.argentina@uah.edu
256.824.6521

THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE

To whom it may concern,

I'm happy to be providing a letter of support for Calhoun's proposed program in Video Game Production. I have reviewed the curriculum for the program and find it to be a robust and well rounded associate's degree. The program builds up from foundational subjects in the area such as Drawing I, CGI Software Basics, and Intro to Game Design, to more advanced courses such as Game Design II, Narrative Games, and Advanced Computer Graphics and offers a surprising amount of variety and depth. Students completing this degree will be well positioned to pursue professional work in the field or pursue additional studies to continue their development in an academic setting. The courses offered in the program will dovetail very well with our and other institutions' game design & development and animation bachelor's programs.

Please feel free to contact me if you have any questions or would like any additional feedback.

Sincerely,

Vincent Argentina

Support Materials: Lightcast Data

Mobile Game Developers*
in 155 Counties

*Job titles used in government data sources are slightly different from the one you've chosen. This report uses data from the closest matching official classifications (listed below) as a proxy for Mobile Game Developers data.

Web and Digital Interface Designers

Contents

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

Report Parameters

1 Occupation

Web and Digital Interface Designers

155 Counties

|				
1001	Autauga County, AL		1019	Cherokee County, AL
1007	Bibb County, AL		1021	Chilton County, AL
1009	Blount County, AL		1027	Clay County, AL
1015	Calhoun County, AL		1029	Cleburne County, AL
1017	Chambers County, AL			*See Appendix B for all 155 Counties*

Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

Executive Summary

Average Job Posting Demand Over a Thin Supply of Regional Jobs
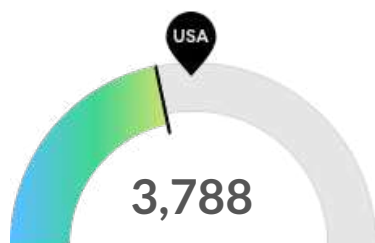
3,788
Jobs (2024)

Your area is not a hotspot for this kind of job. The national average for an area this size is 4,612* employees, while there are 3,788 here.

$83,304
Compensation

Earnings are low in your area. The national median salary for Mobile Game Developers is $92,911, compared to $83,304 here.

146
Job Posting Demand
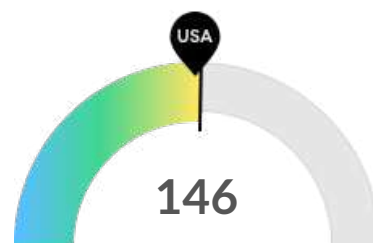
Job posting activity is about average in your area. The national average for an area this size is 143* job postings/mo, while there are 146 here.

*National average values are derived by taking the national value for Mobile Game Developers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Lower Than the National Average
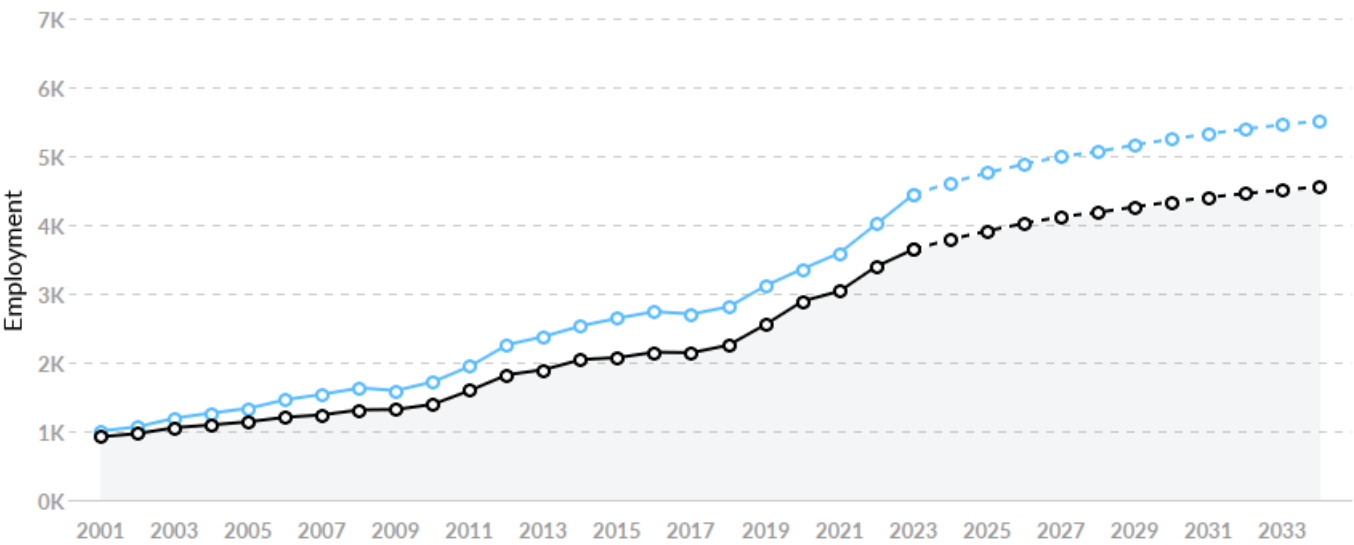
An average area of this size typically has 4,612* jobs, while there are 3,788 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

	Region	2024 Jobs	2034 Jobs	Change	% Change
●	155 Counties	3,788	4,554	766	20.2%
●	National Average	4,612	5,510	898	19.5%

*National average values are derived by taking the national value for Mobile Game Developers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown
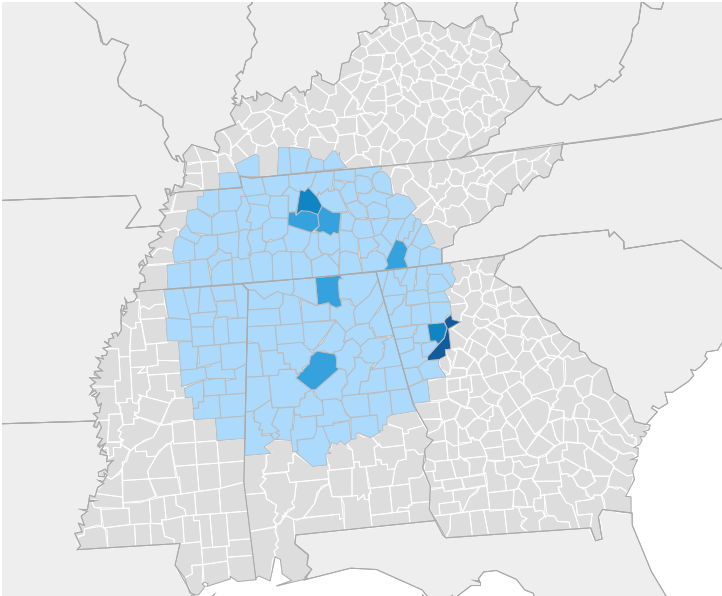
County	2024 Jobs
Fulton County, GA	1,241
Davidson County, TN	633
Cobb County, GA	412
Williamson County, TN	282
Jefferson County, AL	137

Most Jobs are Found in the Computer Systems Design and Related Services Industry Sector
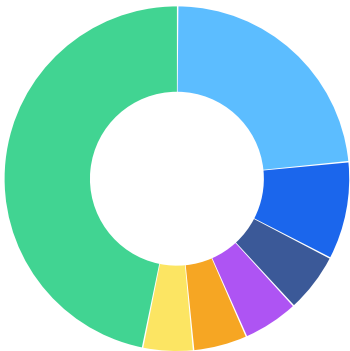
Industry	% of Occupation in Industry (2024)
● Computer Systems Design and Related Services	23.4%
● Software Publishers	9.2%
● Data Processing, Hosting, and Related Services	5.6%
● Management, Scientific, and Technical Consulting Services	5.2%
● Religious Organizations	5.1%
● Management of Companies and Enterprises	4.7%
● Other	46.9%

Compensation

Regional Compensation Is 10% Lower Than National Compensation

For Mobile Game Developers, the 2023 median wage in your area is $40.05/hr, while the national median wage is $44.67/hr.
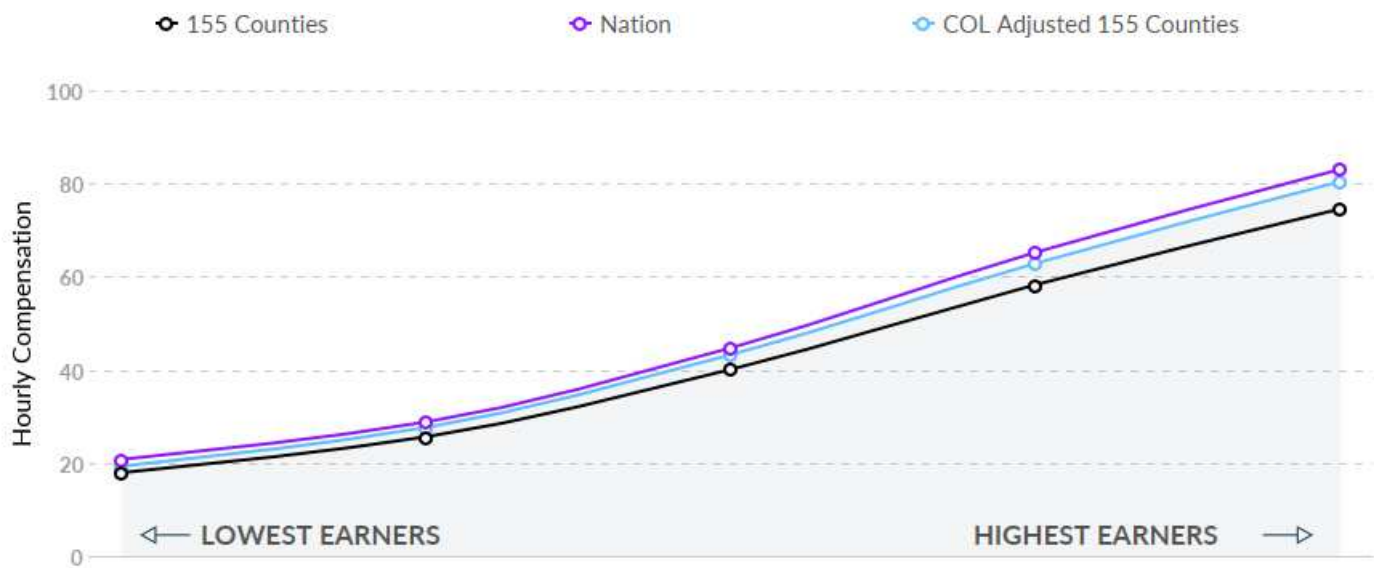
Job Posting Activity

1,750 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Dec 2024.

646 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Dec 2024.

20 Day Median Duration

Posting duration is 5 days shorter than what's typical in the region.
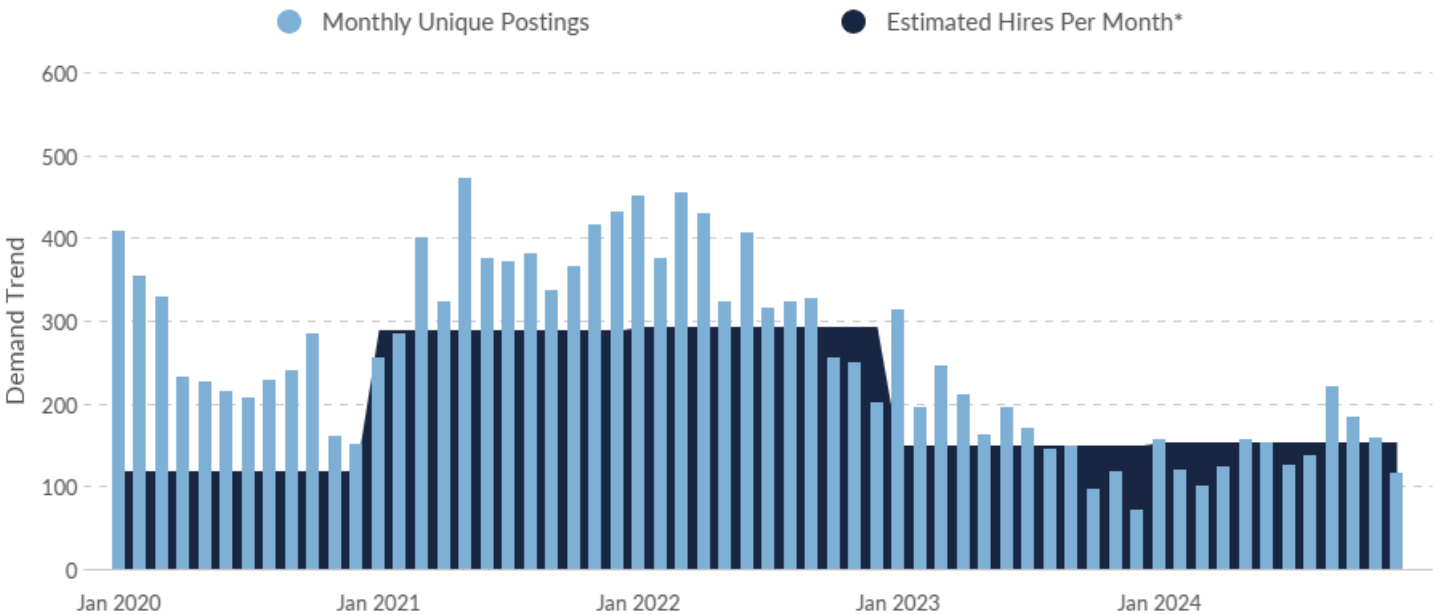
Occupation	Avg Monthly Postings (Jan 2024 - Dec 2024)	Avg Monthly Hires (Jan 2024 - Dec 2024)
Web and Digital Interface Designers	146	152

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings		Top Job Titles	Unique Postings	
Servpro Industries	49		UX Designers	162	
Cox Automotive	29		UI/UX Designers	149	
The Home Depot	29		User Experience Designers	84	
Merit America	24		UX Researchers	71	
Allegis Group	23		Web Designers	55	
TEKsystems	23		UI Developers	53	
Deloitte	21		UI Designers	39	
The Judge Group	21		UI Engineers	39	
Insight Global	19		UI/UX Developers	37	
Ford	18		Lead UX Designers	30	

Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.

Distinguishing Skills
Defining Skills
Necessary Skills
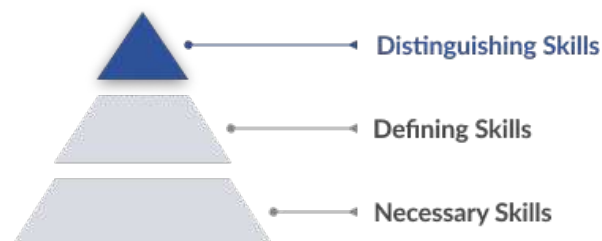
Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Storyboarding	❌	138	+11.4%	Growing
Invision (Design Software)	❌	127	+25.5%	Rapidly Growing
Typography	❌	120	+5.3%	Stable
Adobe XD	❌	112	+14.0%	Growing
User Feedback	❌	96	+9.1%	Growing
UI Components	❌	81	+11.9%	Growing
Human Factors	❌	74	+10.6%	Growing
Axure RP	❌	70	+3.1%	Lagging
Web Content Accessibility Guidelines	❌	69	+13.0%	Growing
Experience Design	✅	66	+12.4%	Growing

Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.

Distinguishing Skills

Defining Skills

Necessary Skills
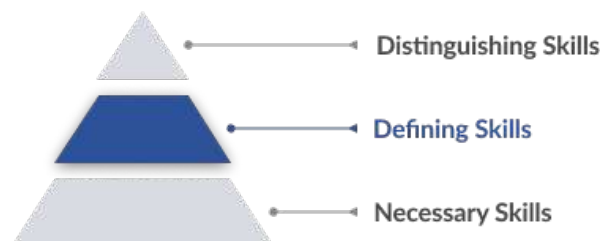
Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
User Experience (UX)	❌	900	+20.9%	Rapidly Growing
User Experience (UX) Design	✅	697	+15.2%	Growing
User Interface (UI)	❌	693	+13.8%	Growing
Prototyping	✅	543	+14.4%	Growing
Figma (Design Software)	❌	532	+15.4%	Growing
Cascading Style Sheets (CSS)	❌	502	+21.4%	Rapidly Growing
Wireframing	❌	494	+15.3%	Growing
Agile Methodology	❌	467	+19.8%	Rapidly Growing
JavaScript (Programming Language)	❌	462	+18.6%	Growing
User Research	❌	440	+10.1%	Growing

Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.

Distinguishing Skills

Defining Skills

Necessary Skills
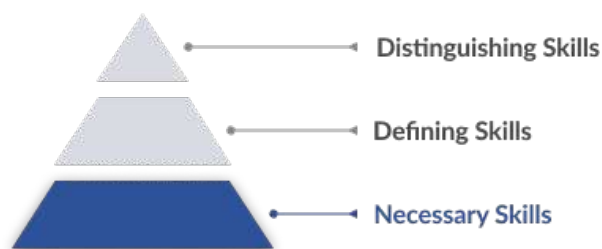
Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Front End (Software Engineering)	❌	310	+19.6%	Rapidly Growing
Computer Science	❌	274	+26.8%	Rapidly Growing
Project Management	❌	246	+19.8%	Rapidly Growing
React.js (Javascript Library)	❌	235	+16.7%	Growing
Workflow Management	❌	218	+18.0%	Growing
Angular (Web Framework)	❌	213	+21.9%	Rapidly Growing
Scrum (Software Development)	❌	205	+15.2%	Growing
Marketing	❌	202	+23.0%	Rapidly Growing
Adobe Creative Suite	❌	201	+11.9%	Growing
Product Design	❌	170	+15.1%	Growing

Demographics

Retirement Risk Is About Average, While Overall Diversity Is About Average
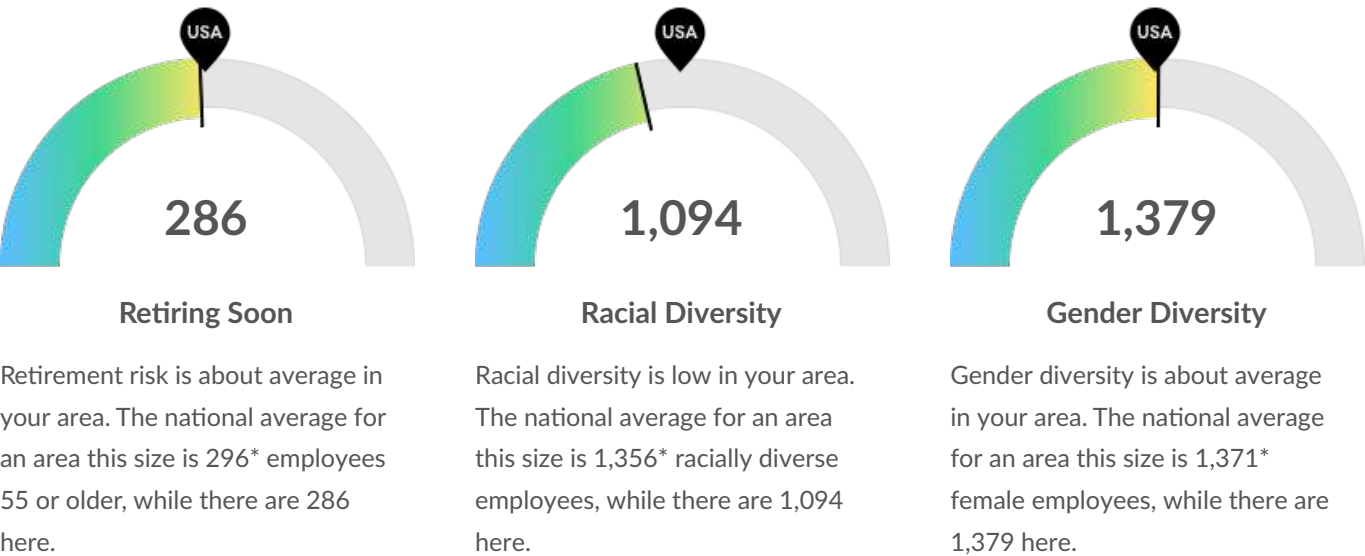
286

Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 296* employees 55 or older, while there are 286 here.

1,094

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 1,356* racially diverse employees, while there are 1,094 here.

1,379

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 1,371* female employees, while there are 1,379 here.

*National average values are derived by taking the national value for Mobile Game Developers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

		% of Jobs	Jobs
●	14-18	0.7%	25
●	19-24	7.6%	276
●	25-34	37.4%	1,363
●	35-44	30.7%	1,118
●	45-54	15.8%	575
●	55-64	6.2%	226
●	65+	1.6%	60
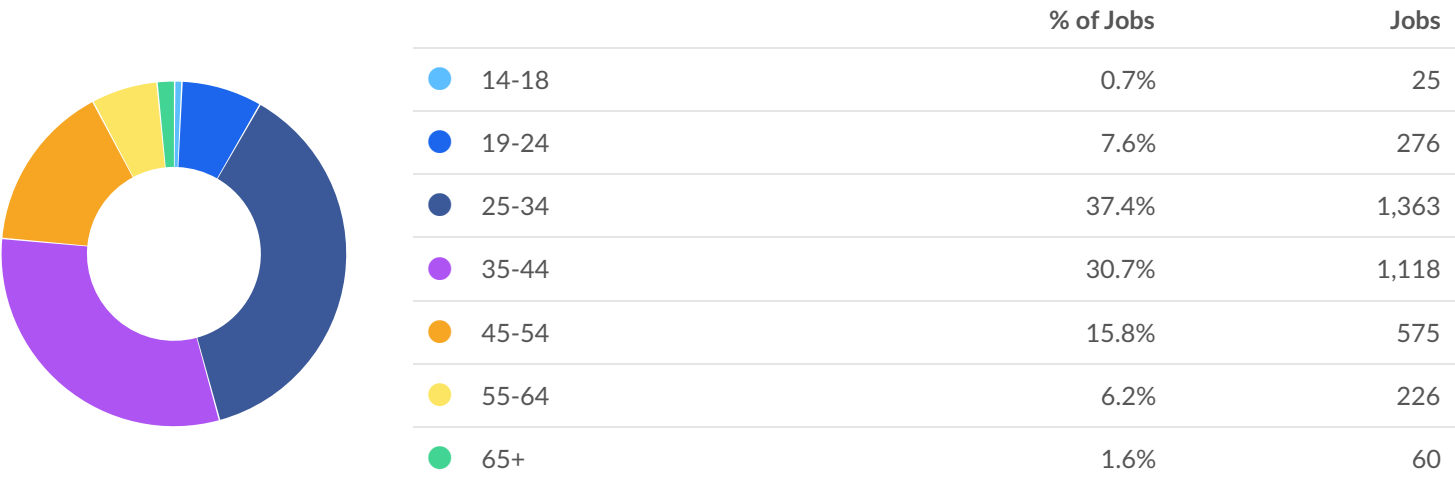
Occupation Race/Ethnicity Breakdown
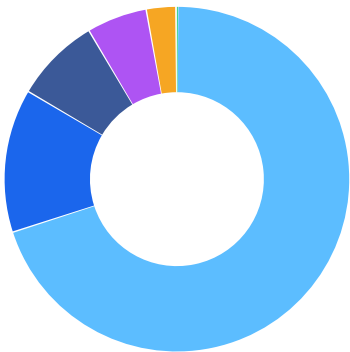
	% of Jobs	Jobs
White	70.0%	2,548
Black or African American	13.5%	490
Asian	8.0%	292
Hispanic or Latino	5.7%	206
Two or More Races	2.8%	101
American Indian or Alaska Native	0.1%	5
Native Hawaiian or Other Pacific Islander	0.0%	1

Occupation Gender Breakdown

	% of Jobs	Jobs
Males	62.1%	2,263
Females	37.9%	1,379

Lightcast

National Educational Attainment

		% of Jobs
🔵	Less than high school diploma	0.5%
🔵	High school diploma or equivalent	5.4%
🔵	Some college, no degree	13.2%
🟣	Associate's degree	9.6%
🟠	Bachelor's degree	53.6%
🟡	Master's degree	16.5%
🟢	Doctoral or professional degree	1.2%
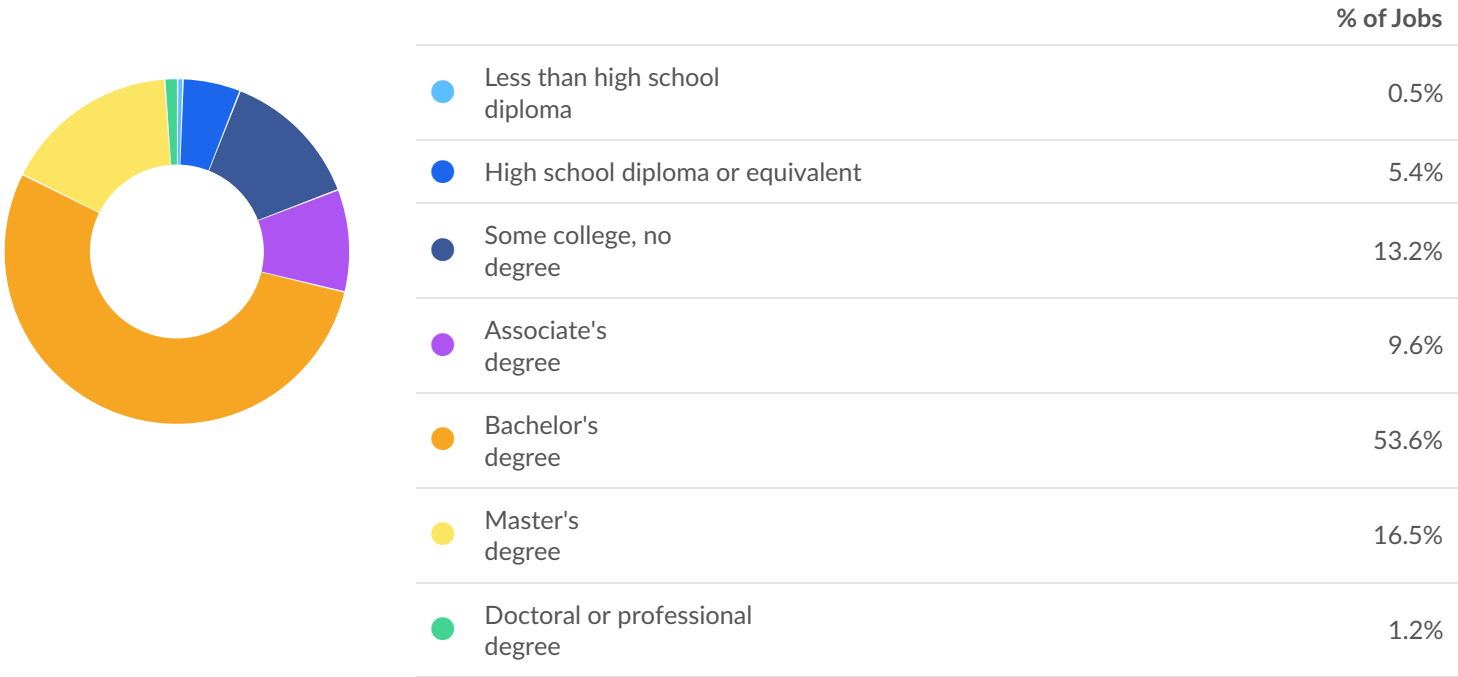
Occupational Programs

18 Programs

Of the programs that can train for this job, 18 have produced completions in the last 5 years.

9,703 Completions (2023)

The completions from all regional institutions for all degree types.

403 Openings (2023)

The average number of openings for an occupation in the region is 994.

CIP Code	Top Programs	Completions (2023)	
11.0101	Computer and Information Sciences, General	5,956	
11.0701	Computer Science	1,916	
09.0702	Digital Communication and Media/Multimedia	510	
50.0401	Design and Visual Communications, General	280	
11.0201	Computer Programming/Programmer, General	205	
09.0799	Radio, Television, and Digital Communication, Other	199	
11.0899	Computer Software and Media Applications, Other	170	
50.0102	Digital Arts	115	
11.0105	Human-Centered Technology Design	111	
11.0202	Computer Programming, Specific Applications	89	

Top Schools	Completions (2023)	
Georgia Institute of Technology-Main Campus	4,144	
Georgia State University	931	
Kennesaw State University	669	
Chattahoochee Technical College	347	
University of Mississippi	345	
Vanderbilt University	282	
Atlanta Technical College	273	
John C Calhoun State Community College	262	
The University of Alabama	222	
University of Alabama at Birmingham	212	

Appendix A

Web and Digital Interface Designers (SOC 15-1255):
Design digital user interfaces or websites. Develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices. May use web framework applications as well as client-side code and processes. May evaluate web design following web and accessibility standards, and may analyze web use metrics and optimize websites for marketability and search engine ranking. May design and test interfaces that facilitate the human-computer interaction and maximize the usability of digital devices, websites, and software with a focus on aesthetics and design. May create graphics used in websites and manage website content and links. Excludes Special Effects Artists and Animators (27-1014) and Graphic Designers (27-1024).

Sample of Reported Job Titles:
Web Designer
Webmaster
Web Design Specialist
Web Architect
Technology Applications Engineer
Game Designer
World Designer
Level Designer
Gamemaster
Game Design Consultant

Related O*NET Occupations:
Web and Digital Interface Designers (15-1255.00)
Video Game Designers (15-1255.01)

Appendix B (Geographies)

Code	Description		Code	Description
1001	Autauga County, AL		1047	Dallas County, AL
1007	Bibb County, AL		1049	DeKalb County, AL
1009	Blount County, AL		1051	Elmore County, AL
1015	Calhoun County, AL		1055	Etowah County, AL
1017	Chambers County, AL		1057	Fayette County, AL
1019	Cherokee County, AL		1059	Franklin County, AL
1021	Chilton County, AL		1063	Greene County, AL
1027	Clay County, AL		1065	Hale County, AL
1029	Cleburne County, AL		1071	Jackson County, AL
1033	Colbert County, AL		1073	Jefferson County, AL
1037	Coosa County, AL		1075	Lamar County, AL
1043	Cullman County, AL		1077	Lauderdale County, AL

Code	Description	Code	Description
1079	Lawrence County, AL	1121	Talladega County, AL
1083	Limestone County, AL	1123	Tallapoosa County, AL
1089	Madison County, AL	1125	Tuscaloosa County, AL
1093	Marion County, AL	1127	Walker County, AL
1095	Marshall County, AL	1133	Winston County, AL
1103	Morgan County, AL	13015	Bartow County, GA
1105	Perry County, AL	13045	Carroll County, GA
1107	Pickens County, AL	13047	Catoosa County, GA
1111	Randolph County, AL	13055	Chattooga County, GA
1115	St. Clair County, AL	13057	Cherokee County, GA
1117	Shelby County, AL	13067	Cobb County, GA
1119	Sumter County, AL	13077	Coweta County, GA

Code	Description
13083	Dade County, GA
13097	Douglas County, GA
13111	Fannin County, GA
13115	Floyd County, GA
13121	Fulton County, GA
13123	Gilmer County, GA
13129	Gordon County, GA
13143	Haralson County, GA
13149	Heard County, GA
13213	Murray County, GA
13223	Paulding County, GA
13227	Pickens County, GA

Code	Description
13233	Polk County, GA
13285	Troup County, GA
13295	Walker County, GA
13313	Whitfield County, GA
21003	Allen County, KY
21035	Calloway County, KY
21141	Logan County, KY
21213	Simpson County, KY
21219	Todd County, KY
21221	Trigg County, KY
28003	Alcorn County, MS
28009	Benton County, MS

Code	Description	Code	Description
28013	Calhoun County, MS	28105	Oktibbeha County, MS
28017	Chickasaw County, MS	28115	Pontotoc County, MS
28019	Choctaw County, MS	28117	Prentiss County, MS
28025	Clay County, MS	28139	Tippah County, MS
28057	Itawamba County, MS	28141	Tishomingo County, MS
28069	Kemper County, MS	28145	Union County, MS
28071	Lafayette County, MS	28155	Webster County, MS
28081	Lee County, MS	28159	Winston County, MS
28087	Lowndes County, MS	47003	Bedford County, TN
28093	Marshall County, MS	47005	Benton County, TN
28095	Monroe County, MS	47007	Bledsoe County, TN
28103	Noxubee County, MS	47011	Bradley County, TN

Code	Description		Code	Description
47015	Cannon County, TN		47047	Fayette County, TN
47017	Carroll County, TN		47051	Franklin County, TN
47021	Cheatham County, TN		47053	Gibson County, TN
47023	Chester County, TN		47055	Giles County, TN
47027	Clay County, TN		47061	Grundy County, TN
47031	Coffee County, TN		47065	Hamilton County, TN
47033	Crockett County, TN		47069	Hardeman County, TN
47035	Cumberland County, TN		47071	Hardin County, TN
47037	Davidson County, TN		47075	Haywood County, TN
47039	Decatur County, TN		47077	Henderson County, TN
47041	DeKalb County, TN		47079	Henry County, TN
47043	Dickson County, TN		47081	Hickman County, TN

Code	Description	Code	Description
47083	Houston County, TN	47119	Maury County, TN
47085	Humphreys County, TN	47121	Meigs County, TN
47087	Jackson County, TN	47125	Montgomery County, TN
47099	Lawrence County, TN	47127	Moore County, TN
47101	Lewis County, TN	47133	Overton County, TN
47103	Lincoln County, TN	47135	Perry County, TN
47107	McMinn County, TN	47139	Polk County, TN
47109	McNairy County, TN	47141	Putnam County, TN
47111	Macon County, TN	47143	Rhea County, TN
47113	Madison County, TN	47147	Robertson County, TN
47115	Marion County, TN	47149	Rutherford County, TN
47117	Marshall County, TN	47153	Sequatchie County, TN

Code	Description		Code	Description
47159	Smith County, TN		47181	Wayne County, TN
47161	Stewart County, TN		47183	Weakley County, TN
47165	Sumner County, TN		47185	White County, TN
47169	Trousdale County, TN		47187	Williamson County, TN
47175	Van Buren County, TN		47189	Wilson County, TN
47177	Warren County, TN			

Game Artists*
in 155 Counties

*Job titles used in government data sources are slightly different from the one you've chosen. This report uses data from the closest matching official classifications (listed below) as a proxy for Game Artists data.

Special Effects Artists and Animators

Contents

What is Lightcast Data?

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Report Parameters

1 Occupation

Special Effects Artists and Animators

155 Counties

|				
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1007	Bibb County, AL		1021	Chilton County, AL
1009	Blount County, AL		1027	Clay County, AL
1015	Calhoun County, AL		1029	Cleburne County, AL
1017	Chambers County, AL		*See Appendix B for all 155 Counties*	

Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

Executive Summary

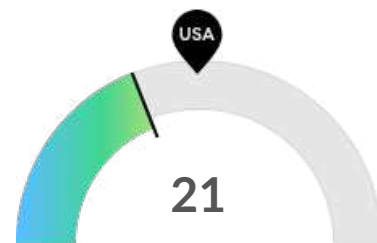## Light Job Posting Demand Over a Deep Supply of Regional Jobs
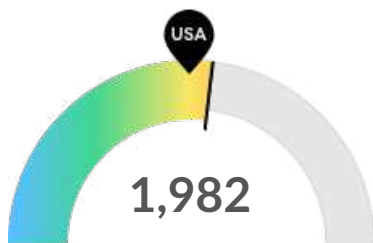
1,982
Jobs (2024)

Your area is a hotspot for this kind of job. The national average for an area this size is 1,780* employees, while there are 1,982 here.

$60,120
Compensation

Earnings are low in your area. The national median salary for Game Artists is $75,010, compared to $60,120 here.

21
Job Posting Demand

Job posting activity is low in your area. The national average for an area this size is 30* job postings/mo, while there are 21 here.

*National average values are derived by taking the national value for Game Artists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

An average area of this size typically has 1,780* jobs, while there are 1,982 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
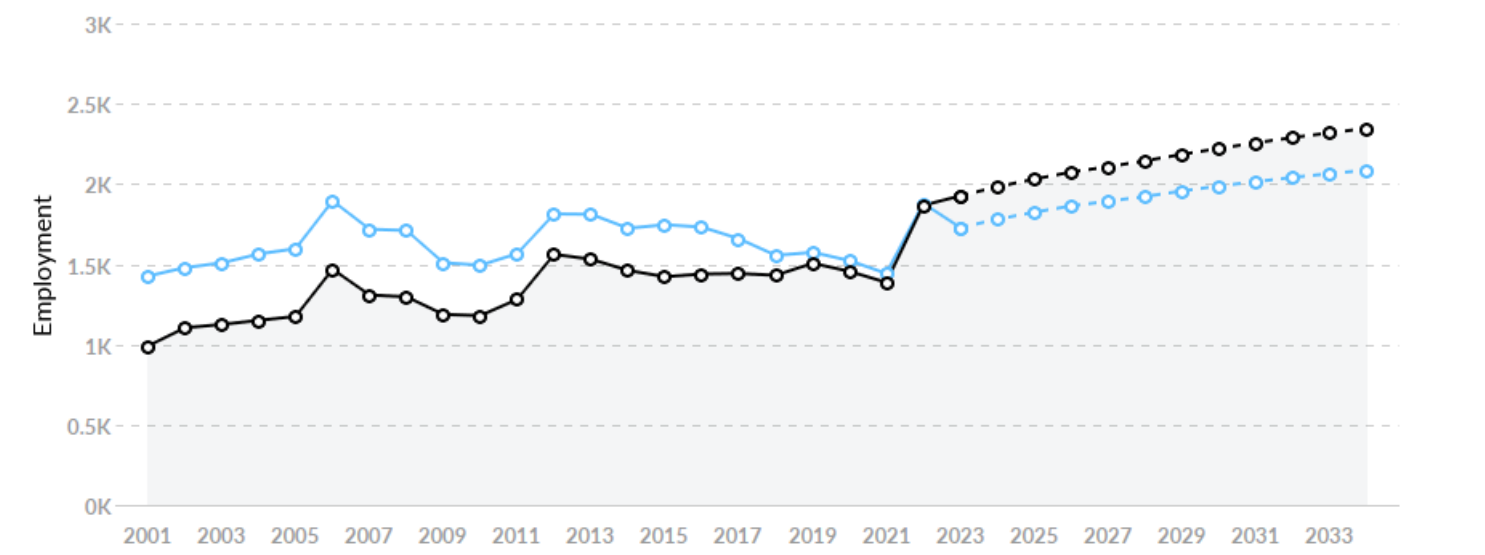
	Region	2024 Jobs	2034 Jobs	Change	% Change
●	155 Counties	1,982	2,346	363	18.3%
●	National Average	1,780	2,086	306	17.2%

*National average values are derived by taking the national value for Game Artists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown
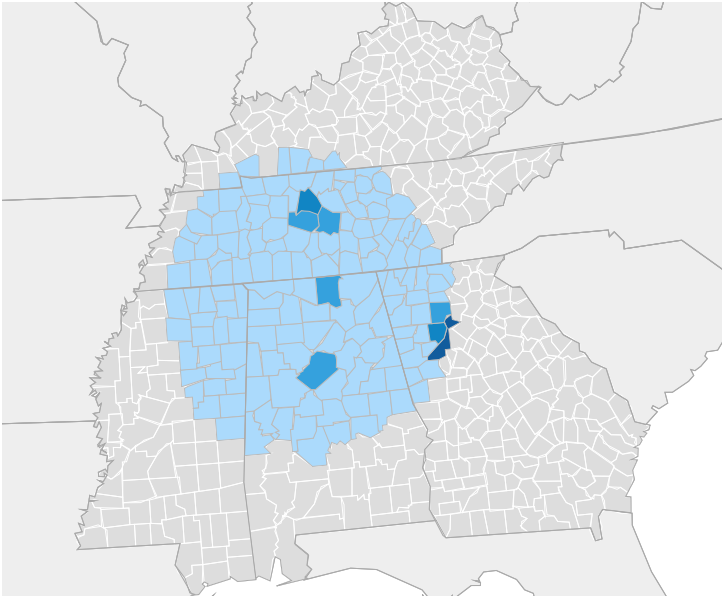
County	2024 Jobs
Fulton County, GA	833
Cobb County, GA	246
Davidson County, TN	242
Williamson County, TN	73
Madison County, AL	63

Most Jobs are Found in the Motion Picture and Video Industries Industry Sector
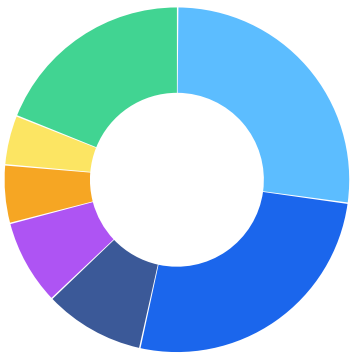
Industry	% of Occupation in Industry (2024)
● Motion Picture and Video Industries	27.1%
● Independent Artists, Writers, and Performers	26.3%
● Software Publishers	9.5%
● Computer Systems Design and Related Services	8.0%
● Other Miscellaneous Manufacturing	5.5%
● Specialized Design Services	4.7%
● Other	19.0%

Compensation

Regional Compensation Is 100% Lower Than National Compensation

For Game Artists, the 2023 median wage in your area is $0.00/hr, while the national median wage is $36.06/hr.
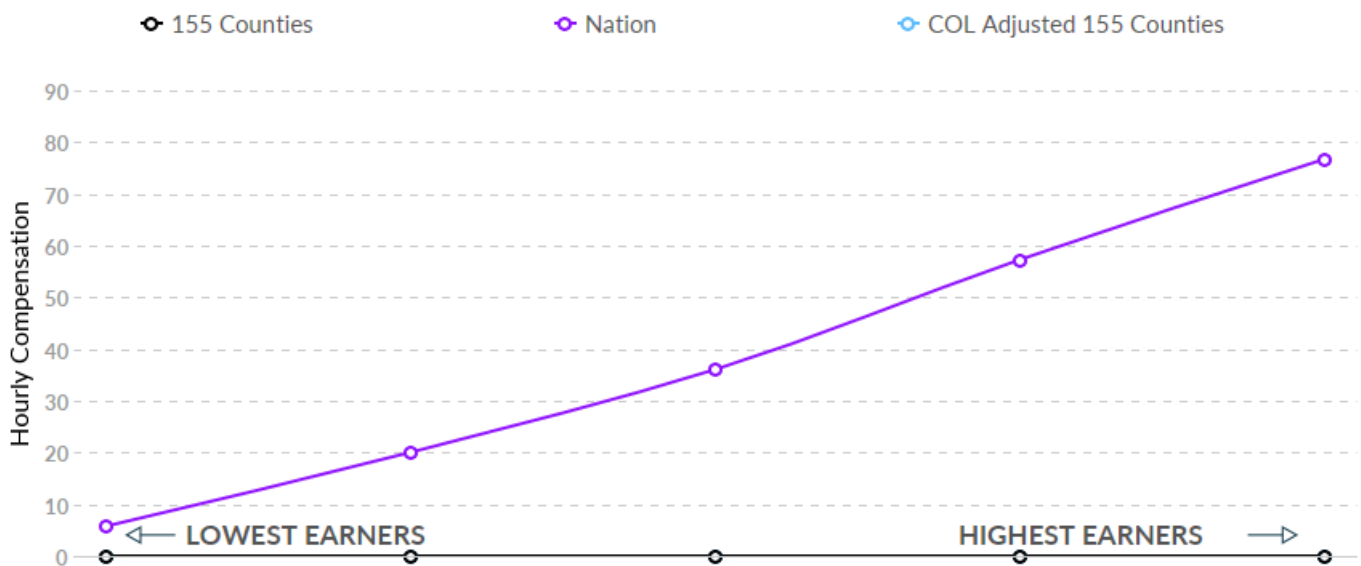
Job Posting Activity

250 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Dec 2024.

133 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Dec 2024.

28 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.

Legend: ● Monthly Unique Postings   ● Estimated Hires Per Month*
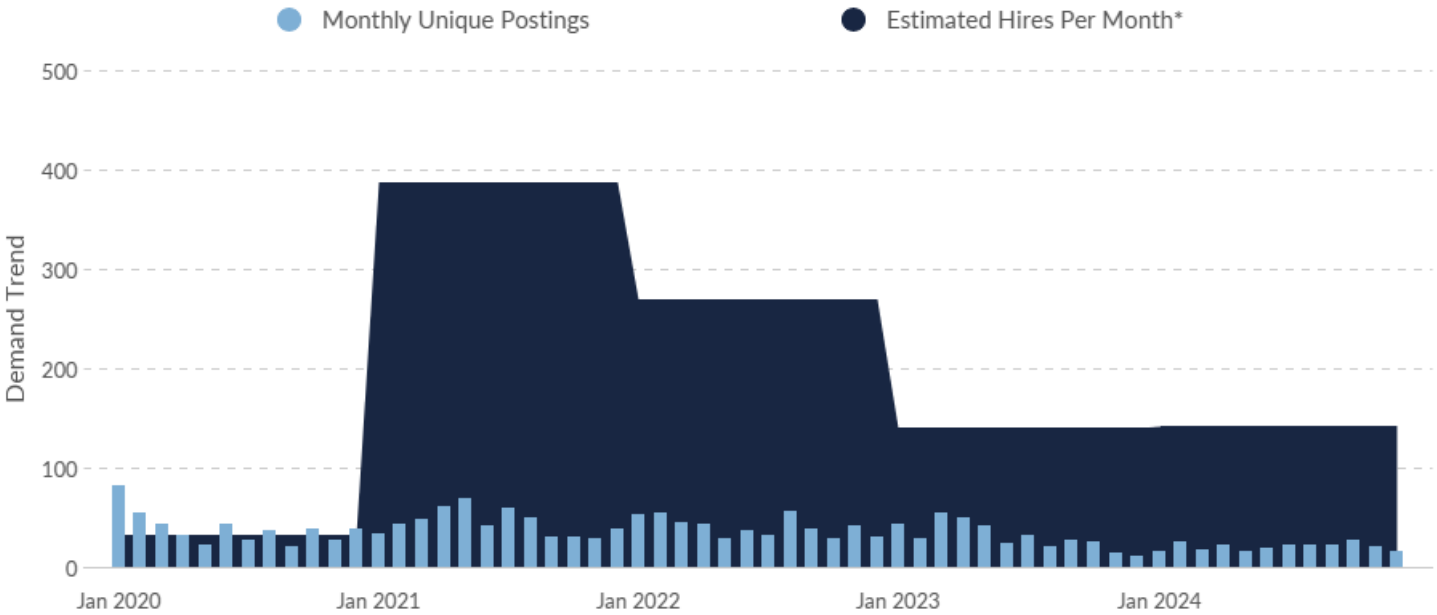
Occupation	Avg Monthly Postings (Jan 2024 - Dec 2024)	Avg Monthly Hires (Jan 2024 - Dec 2024)
Special Effects Artists and Animators	21	142

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings		Top Job Titles	Unique Postings	
Aeropostale	14	▬▬▬	Digital Designers	19	▬▬▬
Let's Get Moving!	6	▬	Motion Designers	12	▬▬
Meta	6	▬	Multimedia Specialists	12	▬▬
City Of Clarksville	5	▬	Multimedia Designers	8	▬
Ford	5	▬	3D Animators	4	▪
DCH Health System	4	▬	Communications Designers	4	▪
Lipscomb University	4	▬	Compositors	4	▪
Pearson Education	4	▬	Union Organizers	4	▪
Centerwell, Limited Partnership	3	▪	Animators	3	▪
Creative Circle	3	▪	Center Associates	3	▪

Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.

Distinguishing Skills

Defining Skills

Necessary Skills
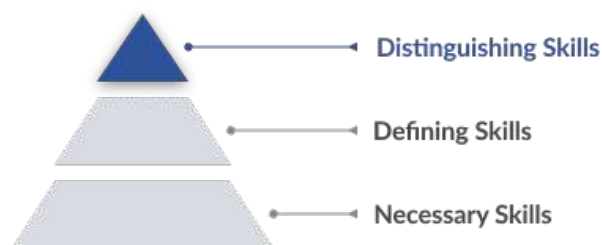
Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Motion Graphic Design	❌	28	+7.5%	Stable
Cinema 4D	❌	19	+4.9%	Stable
Unreal Engine	❌	15	+9.7%	Growing
3D Animation	❌	13	+7.4%	Stable
Houdini (3D Animation Software)	✅	4	+3.7%	Lagging

Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.

Distinguishing Skills

Defining Skills

Necessary Skills
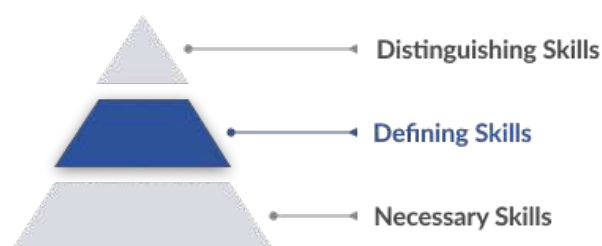
Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Animations	✅	70	+9.7%	Growing
Adobe Photoshop	❌	68	+9.6%	Growing
Graphic Design	❌	52	+17.1%	Growing
Motion Graphics	❌	27	+8.2%	Stable
Autodesk Maya	✅	17	+8.2%	Stable
Visual Effects	❌	13	+7.1%	Stable

Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.

Distinguishing Skills
Defining Skills
Necessary Skills
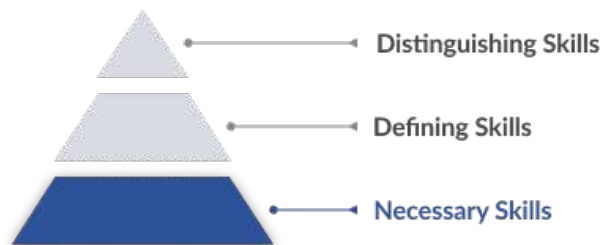
Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Adobe Illustrator	❌	59	+11.5%	Growing
Marketing	❌	56	+23.0%	Rapidly Growing
Adobe After Effects	❌	53	+4.5%	Lagging
Adobe Creative Suite	❌	42	+11.9%	Growing
Multimedia	❌	42	+9.8%	Growing
Project Management	❌	31	+19.8%	Rapidly Growing
Adobe InDesign	❌	29	+9.0%	Growing
Adobe Premiere Pro	❌	28	+9.4%	Growing
Storyboarding	❌	26	+11.4%	Growing
Photography	❌	25	+21.1%	Rapidly Growing

Demographics

Retirement Risk Is Low, While Overall Diversity Is About Average
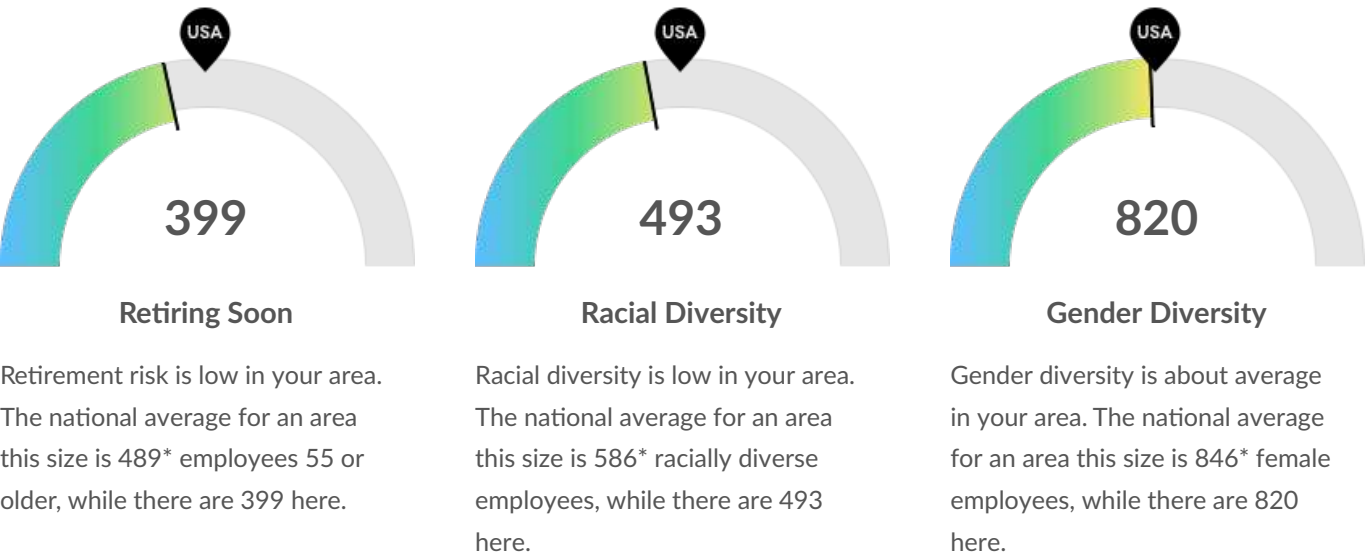
399

Retiring Soon

Retirement risk is low in your area. The national average for an area this size is 489* employees 55 or older, while there are 399 here.

493

Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 586* racially diverse employees, while there are 493 here.

820

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 846* female employees, while there are 820 here.

*National average values are derived by taking the national value for Game Artists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

	% of Jobs	Jobs
14-18	0.7%	14
19-24	5.1%	98
25-34	27.0%	520
35-44	29.1%	560
45-54	17.4%	335
55-64	12.7%	245
65+	8.0%	155
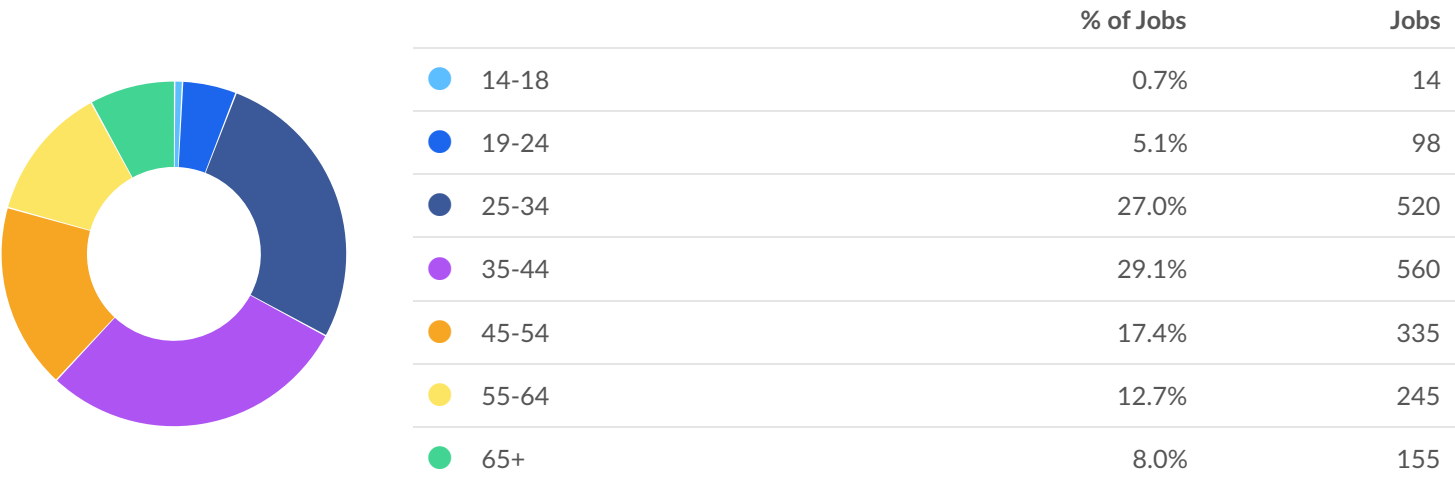
Occupation Race/Ethnicity Breakdown
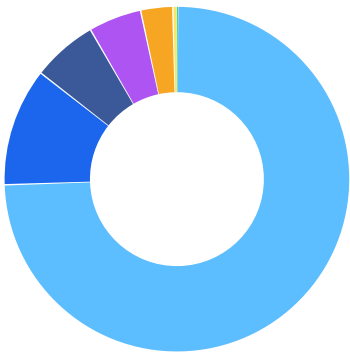
	% of Jobs	Jobs
⬤ White	74.4%	1,433
⬤ Black or African American	11.1%	213
⬤ Hispanic or Latino	6.1%	118
⬤ Asian	5.0%	96
⬤ Two or More Races	3.0%	58
⬤ American Indian or Alaska Native	0.4%	8
⬤ Native Hawaiian or Other Pacific Islander	0.0%	1

Occupation Gender Breakdown
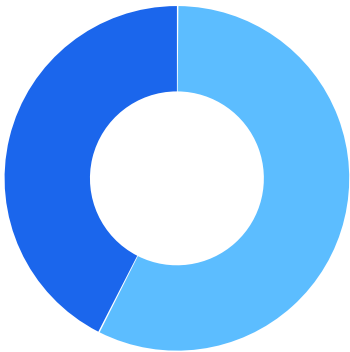
	% of Jobs	Jobs
⬤ Males	57.4%	1,105
⬤ Females	42.6%	820

National Educational Attainment

		% of Jobs
🔵	Less than high school diploma	3.1%
🔵	High school diploma or equivalent	12.6%
🔵	Some college, no degree	19.1%
🟣	Associate's degree	8.3%
🟠	Bachelor's degree	42.4%
🟡	Master's degree	12.7%
🟢	Doctoral or professional degree	1.8%

Lightcast
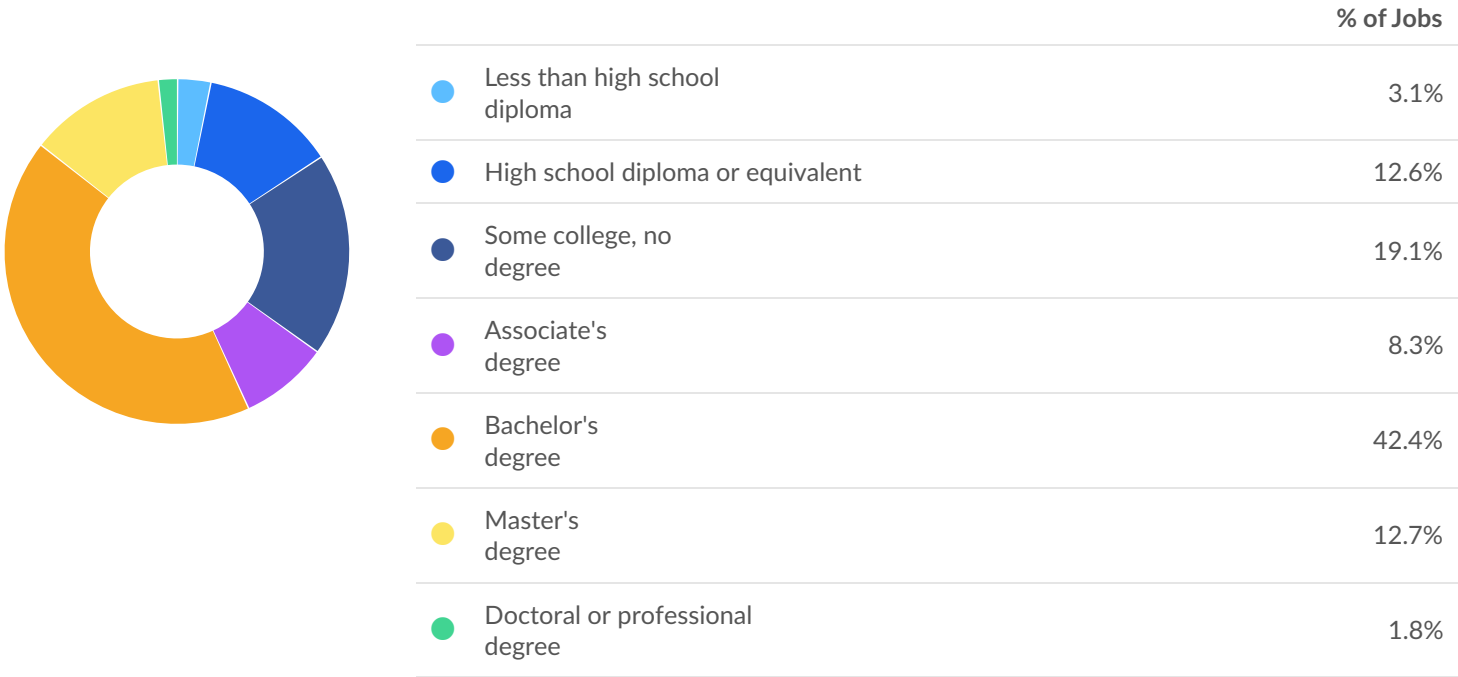
Occupational Programs

19 Programs

Of the programs that can train for this job, 19 have produced completions in the last 5 years.

2,627 Completions (2023)

The completions from all regional institutions for all degree types.

245 Openings (2023)

The average number of openings for an occupation in the region is 994.

CIP Code	Top Programs	Completions (2023)	
50.0701	Art/Art Studies, General	576	
09.0702	Digital Communication and Media/Multimedia	510	
50.0401	Design and Visual Communications, General	280	
50.0702	Fine/Studio Arts, General	215	
09.0799	Radio, Television, and Digital Communication, Other	199	
50.0705	Drawing	176	
11.0899	Computer Software and Media Applications, Other	170	
50.0101	Visual and Performing Arts, General	121	
50.0102	Digital Arts	115	
50.0402	Commercial and Advertising Art	93	

Top Schools	Completions (2023)
Kennesaw State University	320
University of Mississippi	310
Atlanta Technical College	222
Georgia State University	176
Chattahoochee Technical College	147
The University of Alabama	138
Middle Tennessee State University	112
Georgia Institute of Technology-Main Campus	106
Clark Atlanta University	103
University of Alabama at Birmingham	56

Appendix A

Special Effects Artists and Animators (SOC 27-1014):
Create special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials.

Sample of Reported Job Titles:
Multimedia Specialist
Animator
Multimedia Artist
Graphics Specialist
Digital Artist
3D Animator (Three-Dimensional Animator)
Multimedia Producer
Motion Graphics Artist
Media Producer
Graphic Artist

Related O*NET Occupation:
Special Effects Artists and Animators (27-1014.00)

Appendix B (Geographies)

Code	Description
1001	Autauga County, AL
1007	Bibb County, AL
1009	Blount County, AL
1015	Calhoun County, AL
1017	Chambers County, AL
1019	Cherokee County, AL
1021	Chilton County, AL
1027	Clay County, AL
1029	Cleburne County, AL
1033	Colbert County, AL
1037	Coosa County, AL
1043	Cullman County, AL

Code	Description
1047	Dallas County, AL
1049	DeKalb County, AL
1051	Elmore County, AL
1055	Etowah County, AL
1057	Fayette County, AL
1059	Franklin County, AL
1063	Greene County, AL
1065	Hale County, AL
1071	Jackson County, AL
1073	Jefferson County, AL
1075	Lamar County, AL
1077	Lauderdale County, AL

Code	Description	Code	Description
1079	Lawrence County, AL	1121	Talladega County, AL
1083	Limestone County, AL	1123	Tallapoosa County, AL
1089	Madison County, AL	1125	Tuscaloosa County, AL
1093	Marion County, AL	1127	Walker County, AL
1095	Marshall County, AL	1133	Winston County, AL
1103	Morgan County, AL	13015	Bartow County, GA
1105	Perry County, AL	13045	Carroll County, GA
1107	Pickens County, AL	13047	Catoosa County, GA
1111	Randolph County, AL	13055	Chattooga County, GA
1115	St. Clair County, AL	13057	Cherokee County, GA
1117	Shelby County, AL	13067	Cobb County, GA
1119	Sumter County, AL	13077	Coweta County, GA

Code	Description	Code	Description
13083	Dade County, GA	13233	Polk County, GA
13097	Douglas County, GA	13285	Troup County, GA
13111	Fannin County, GA	13295	Walker County, GA
13115	Floyd County, GA	13313	Whitfield County, GA
13121	Fulton County, GA	21003	Allen County, KY
13123	Gilmer County, GA	21035	Calloway County, KY
13129	Gordon County, GA	21141	Logan County, KY
13143	Haralson County, GA	21213	Simpson County, KY
13149	Heard County, GA	21219	Todd County, KY
13213	Murray County, GA	21221	Trigg County, KY
13223	Paulding County, GA	28003	Alcorn County, MS
13227	Pickens County, GA	28009	Benton County, MS

Code	Description		Code	Description
28013	Calhoun County, MS		28105	Oktibbeha County, MS
28017	Chickasaw County, MS		28115	Pontotoc County, MS
28019	Choctaw County, MS		28117	Prentiss County, MS
28025	Clay County, MS		28139	Tippah County, MS
28057	Itawamba County, MS		28141	Tishomingo County, MS
28069	Kemper County, MS		28145	Union County, MS
28071	Lafayette County, MS		28155	Webster County, MS
28081	Lee County, MS		28159	Winston County, MS
28087	Lowndes County, MS		47003	Bedford County, TN
28093	Marshall County, MS		47005	Benton County, TN
28095	Monroe County, MS		47007	Bledsoe County, TN
28103	Noxubee County, MS		47011	Bradley County, TN

Code	Description	Code	Description
47015	Cannon County, TN	47047	Fayette County, TN
47017	Carroll County, TN	47051	Franklin County, TN
47021	Cheatham County, TN	47053	Gibson County, TN
47023	Chester County, TN	47055	Giles County, TN
47027	Clay County, TN	47061	Grundy County, TN
47031	Coffee County, TN	47065	Hamilton County, TN
47033	Crockett County, TN	47069	Hardeman County, TN
47035	Cumberland County, TN	47071	Hardin County, TN
47037	Davidson County, TN	47075	Haywood County, TN
47039	Decatur County, TN	47077	Henderson County, TN
47041	DeKalb County, TN	47079	Henry County, TN
47043	Dickson County, TN	47081	Hickman County, TN

Code	Description		Code	Description
47083	Houston County, TN		47119	Maury County, TN
47085	Humphreys County, TN		47121	Meigs County, TN
47087	Jackson County, TN		47125	Montgomery County, TN
47099	Lawrence County, TN		47127	Moore County, TN
47101	Lewis County, TN		47133	Overton County, TN
47103	Lincoln County, TN		47135	Perry County, TN
47107	McMinn County, TN		47139	Polk County, TN
47109	McNairy County, TN		47141	Putnam County, TN
47111	Macon County, TN		47143	Rhea County, TN
47113	Madison County, TN		47147	Robertson County, TN
47115	Marion County, TN		47149	Rutherford County, TN
47117	Marshall County, TN		47153	Sequatchie County, TN

Code	Description
47159	Smith County, TN
47161	Stewart County, TN
47165	Sumner County, TN
47169	Trousdale County, TN
47175	Van Buren County, TN
47177	Warren County, TN

Code	Description
47181	Wayne County, TN
47183	Weakley County, TN
47185	White County, TN
47187	Williamson County, TN
47189	Wilson County, TN