Alabama Commission on Higher Education
Accessibility. Affordability. Coordination.

Proposal for a New Degree Program

I. Information and Rationale

A. Primary Contact Information

Institution: University of Alabama in Huntsville

Contact: David Puleo, Ph.D.

Title: Provost and Executive Vice President for Academic Affairs

Email: dap0045@uah.edu / provost@uah.edu

Telephone: 256-824-6337

B. Program Information

Date of Proposal Submission: February 25, 2025

Award Level: Bachelor's Degree

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

Field of Study/Program Title: Game Design

CIP Code (6-digit):   **500411**

C. Implementation Information

Proposed Program Implementation Date: Fall 2026

Anticipated Date of Approval from Institutional Governing Board: April, 2025

Anticipated Date of ACHE Meeting to Vote on Proposal: June 13th 2025

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

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review): National Association of Schools of Art & Design Plan Approval

D. Specific Rationale (Strengths) for the Program
List 3 – 5 strengths of the proposed program as the specific rationale for recommending approval of this proposal.

1. There are no Game Design programs in Alabama or Tennessee among participating SREB schools. Existing programs in other SREB states primarily focus on art or programming without core Game Design coursework, making this a unique multidisciplinary program in the region.

2. The Game Design industry is experiencing consistent growth, with the BLS projecting an 8% increase in related jobs. The program aligns with multiple SOC codes, including Software Developer and Training Specialists, of which are recognized as in-demand occupations in Alabama, ensuring students are prepared for regional workforce needs.

3. The program offers a comprehensive multidisciplinary approach, combining core Game Design coursework with elements of art, animation, coding, sound, psychology, business, and communications. Students will also select a specialized track in Business, Writing, Communications, Coding, User Experience, or Art, tailoring their education to specific career paths.

4. The program includes training in Serious Games, a rapidly growing sector within the game industry focused on training and simulation applications. North Alabama's expanding workforce, including fields such as aerospace, defense, and life sciences, offers opportunities for internships during the program and long-term employment for graduates seeking to stay in the region.

5. Students will gain hands-on experience by publishing their games, a process that involves preparing the game for the target audience and generating revenue. This practical experience ensures graduates leave with professional portfolios that meet industry expectations for employment.

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. Rebecca Rost | Firaxis Games
2. Raph Koster | Legendary Game Designer
3. Taylor Loper | Ionized Games & Boeing

II. Background with Context

A. Concise Program Description

The Game Design program provides a comprehensive, multidisciplinary education that prepares students for careers in both entertainment and Serious Games industries. Students will gain foundational knowledge in art, animation, coding, sound, psychology, business, and communications, synthesizing these skills to become well-rounded Game Designers. The curriculum emphasizes hands-on experience, with students publishing games and working collaboratively in multidisciplinary teams. To further specialize, students can select focused tracks in Business, Writing, Communications, Coding, User Experience, or Art. This diverse skill set, combined with opportunities for internships and industry connections, ensures graduates are prepared for a range of in-demand roles in Alabama's evolving workforce.

B. Student Learning Outcomes

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

1. During their studies, students will participate in at least three team-based projects, collaborating with artists, programmers, and designers, showcasing effective team communication and project management skills.

2. By the end of their second year, students will be able to create comprehensive game design and technical design documents, including core gameplay loops, user stories, and technical specifications that meet industry standards.

3. By the end of their second year, students will apply psychological principles and player behavior analytics to design games that align with specific audience preferences, supported by research and playtesting.

4. By their final year, students will develop a marketing plan and pitch deck for a game project, demonstrating an understanding of business models, funding strategies, and market trends in the gaming industry.

5. By the end of the program, students will have demonstrated foundational knowledge and project experience in at least four specialized game design domains, such as level design, narrative design, systems design, or technical arts.

6. By graduation, students will have collaboratively developed, marketed, and published at least one original game on a commercial or public platform, demonstrating practical experience in all stages of the game development lifecycle.

7. By graduation, students will have developed the skills necessary to work in diverse contexts, including large-scale collaborative projects, independent studio work, and serious games designed for training and simulation purposes. The program leverages North Alabama's industry connections to provide internships during the degree and prepare graduates for regional job opportunities in these growing fields.

C. Administration of the Program

Name of Dean and College: **Dr. Sean Lane**

Name of Department/Division: Art, Art History & Design

Name of Chairperson: **Ms. Jill Johnson**

D. 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 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

Alabama			
500411	Game Design & 3D Animation	Samford University AL	The program is focused on 3D Animation storytelling and is not a game design program. Private college Tuition $40,000 per year
SREB States			
500411	Game and Interactive Media Design	Arkansas Tech Univ, AR	Primarily Game Art Program
500411	Game, Animation, & Simulation	Southern Arkansas Univ - Magnolia, AR	Primarily Game Art/Animation
110204	BA and BS in Game Design/Development	Georgia State Univ, GA	The BA is principally a Game Art program/interactive media program BS is primarily programming Games
110204	Computer Game Design and Development	Kennesaw St Univ, GA	Students select a concentration with no core game classes
500411	Game Studies and Design	Midway University, KY	Online only
500411	Game and Interactive Media Design	Maryland Institute College of Art, MD	A private institution, tuition $54,000 per year
110204	eSports and Gaming Administration	Averett University, VA	Offered as a concentration or a minor. The program is focused on Sports Management
500411	Game and Interactive Media Design	West Virginia Univ, WV	Less game design courses, less animation skills, focus is on user experience

E. Relationship to Existing Programs within the Institution

1. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs?   **Yes** X **No** ☐

    (Note: Most new programs have some relationship to existing offerings, *e.g.*, through shared courses or resources). If yes, complete the following table. 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.

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
BFA	Digital Animation	The BFA in animation *allows* but does not require students to take game design classes. The animation computer lab will also be used for the Game Design programming courses.

2. Will this program replace any existing programs or specializations, options, or concentrations?   **Yes** ☐ **No** X

    If yes, please explain.

3. Will the program compete with any current internal offerings?   **Yes** ☐ **No** X

    If yes, please explain.

F. Collaboration

Have collaborations with other institutions or external entities been explored?   **Yes** ☐ **No** X

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

Have any collaborations within your institution been explored?   **Yes** ☐ **No** X

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

G. Specialized Accreditation

1. Will this program have any external accreditation requirements in addition to the institution's SACSCOC program requirements?   **Yes** X **No** ☐

    If yes, list the name(s) of the specialized accrediting organization(s) and the anticipated timeframe of the application process.

National Association of Schools of Art and Design (NASAD) October, 2025

2. Does your institution intend to pursue any other non-required accrediting organizations for the program?*   **Yes** ☐ **No** X

    If yes, list the name(s) of the organization(s) and the purpose of the pursuit.

    If there are plans to pursue non-required external accreditation at a later date, list the name(s) and why the institution is not pursuing them at this time.

    Note: Check *No* to indicate that non-required external accreditation will not be pursued, which requires no explanation.

H. Admissions

Will this program have any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level?   **Yes** ☐ **No** X

If yes, describe any other special admissions or curricular requirements, including any prior education or work experience required for acceptance into the program.

I. Mode of Delivery

Provide the planned delivery format(s) (*i.e.*, in-person, online, hybrid) of the program as defined in policy along with the planned location(s) at which the program will be delivered (*i.e.*, on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

In Person

J. **Projected Program Demand (Student Demand)**

Briefly describe the primary method(s) used to determine the level of student demand for this program using evidence, such as enrollments in related coursework at the institution, or a survey of student interest conducted (indicate the survey instrument used), number and percentage of respondents, and summary of results.

We surveyed students currently taking the introductory game design course and those enrolled in the game design minor. Out of the 41 respondents to the survey, 34 (83%) expressed interest in a game design major.

There are several reasons students interested in game design careers would be drawn to our program. Students from Alabama and Tennessee counties who qualify for in-state tuition will be able to choose a comprehensive game design program at a reasonable price. Students graduating from private institutions often have high student loan debt, especially those with medium to low incomes. Out-of-state students will still find our program much more cost-effective than the private institutions.

Job growth in the game design industry is robust. While BLS does not have a separate category for game design, it falls under "interactive media," where job growth is at 8%. The game industry is growing; the IMARC Group research company projects remarkable growth, with expectations set for the market to soar to US$ 471.3 Billion by 2032. Further, the growth in serious games (those used for training and testing) is predicted to grow from around USD 9 Billion in 2022 to around USD 32.73 Billion by 2030 (Zion Market Research).

North Alabama's hub for aerospace and defense industries offers significant opportunities for students to apply their skills through internships and eventual employment, ensuring that the program supports both regional growth and state-level workforce demands.

We have seen rapid growth in Game Design in the last 8 years. The first game design course was added in 2016 and had 19 students enrolled. By 2024 we had 5 courses in game design (Intro to Game Design, Game Scripting and Design, Team Game Design I and II, and Level Design) with 141 seats filled.

III. **Program Resource Requirements**

A. **Proposed Program Faculty***

No new hires needed for the proposed program. See table below for current faculty

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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)
Dr. Charles O'Brien (FT)	Fa24/Sp24/Fa23/Sp23/Fa22/Sp22, ARS 210, Game Design: Intro, 3 (UT) Fa24/Fa23/Fa22, ARS 415, Animation: Team Game Design, 3 (UT) Fa22, ARS 416, Animation: Team Game Design II, 3 (UT) Sp23/Sp22, ARS 311, Game Design: Scripting and Design, 3 (UT) Su24, ARS 395, ST: Game Level Design and Playtesting, 3 (UT)	Master of Arts in Game Design, Lindenwood University; Game Development I, Game Development II, Projects and Portfolios I, Level Design	Taught HY and OL sections of Game Design courses during Covid-19 pandemic Taught OL Game Design summer course in 2024 Course Design Review (CDR) certification
Mr. Vincent Argentina (FT)	Fa24/Fa23, ARS 415, Animation: Team Game Design, 3 (UT) Fa24/Fa23, ARS 416, Animation: Team Game Design II, 3 (UT) Sp24, ARS 311, Game Design: Scripting and Design, 3 (UT) Fa24, ARS 395, ST: Reality to CGI, 3 (UT)	Master of Fine Arts in Dramatic Media, University of Georgia	Taught OL sections of Game Design courses during Covid-19 pandemic Director of the Research/Creative Experience for Undergraduates Program (RCEU), 2023-Present

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

Courses Taught/To be Taught – For a substantive change prospectus/application, list the courses *to be taught*, not historical teaching assignments.

B. **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	2		2
	Part-Time Faculty			
	Administration	1		1
	Support Staff	2		2
**New To Be Hired	Full-Time Faculty			
	Part-Time Faculty			
	Administration			
	Support Staff			
			Personnel Total	**5**

This program will draw from existing courses at the university for most of the planned courses (including art, animation, coding, sound, psychology, business, and communications). Core courses specific to Game Design will be offered in the art department and will require no additional faculty members.

C. **Equipment**

Will any special equipment be needed specifically for this program?   **Yes** ☐ **No** X
If *yes*, list the special equipment. Special equipment cost should be included in the **New Academic Degree Program Business Plan Excel file.**

D. **Facilities**

Will any new facilities be required specifically for the program?   **Yes** ☐ **No** X

If *yes*, list only **new** facilities. New facilities cost should be included in the **New Academic Degree Program Business Plan Excel file.**

Will any renovations to any existing infrastructure be required specifically for the program?   **Yes** ☐ **No** X

If *yes*, list the renovations. Renovation costs should be included in the **New Academic Degree Program Business Plan Excel file.**

E. **Assistantships/Fellowships**

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

If *yes*, how many assistantships will be offered?

The expenses associated with any *new* assistantships should be included

in the **New Academic Degree Program Business Plan Excel file.**

F. **Library**

Provide a brief summarization (one to two paragraphs) describing the current status of the library collections supporting the proposed program.

The majority of resources utilized by Game Design as a discipline are available online and not held in library collections.

Will additional library resources be required to support the program?   **Yes ☐ No** X

If *yes*, briefly describe how any deficiencies will be remedied, and include the cost in the **New Academic Degree Program Business Plan Excel file.**

G. **Accreditation Expenses**

Will the proposed program require accreditation expenses?   **Yes ☐ No** X

If *yes*, briefly describe the estimated cost and funding source(s) and include cost in the **New Academic Degree Program Business Plan Excel file.**

H. **Other Costs**

Please explain any other costs to be incurred with program implementation, such as marketing or recruitment costs. Be sure to note these in the **New Academic Degree Program Business Plan Excel file.**

I. **Revenues for Program Support**

Will the proposed program require budget reallocation?   **Yes ☐ No** X

If *yes*, briefly describe how any deficiencies will be remedied and include the revenue in the **New Academic Degree Program Business Plan Excel file.**

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

If *yes*, list the sources of external funding and include the revenue in the **New Academic Degree Program Business Plan Excel file.**

Please describe how you calculated the tuition revenue that appears in the **New Academic Degree Program Business Plan Excel file.** Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

We used annual block tuition for a FT student ($10,374) and the per credit hour cost for a PT student taking two courses each term ($5,292).

IV. Employment Outcomes and Program Demand (Industry Need)

A. Standard Occupational Code System

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.

A list of Alabama's *In-Demand Occupations* is available at https://www.ache.edu/index.php/policy-guidance/.

SOC 1 15-1255.01 Video Game Designers

SOC 2 15-1252.00 Software Developers (in demand 2024/2025)

SOC 3 13-1151.00 Training and Development Specialists (in demand 2024/2025)

Additional related occupations

SOC 11-3021.00 Computer and Information Systems Managers (in demand 2024/2025)

SOC 11-3131.00 Training and Development Managers

SOC 15-1251.00 Computer Programmers

SOC 15-1253.00 Software Quality Assurance Analysts and Testers (in demand 2024)

SOC 15-1255.00 Special Effects Artists and Animators

SOC 25-9031.00 Instructional Coordinators (in demand 2025)

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).

The Game Design program addresses a critical industry and employment need for Alabama by equipping graduates with skills that transcend traditional video game development. Game Design professionals often function as managers and team leads, making them well-suited for diverse team environments in industries such as medicine, aviation, automotive, cybersecurity, education, sports, military training, marketing, and aerospace engineering - all of which are key sectors in Alabama's economy as identified by the Economic Development Partnership of Alabama (EDPA). As an example, Ford Motors advertised an Extended Reality (XR) Simulation Designer position a few months ago, which would have been perfect for a graduate from this proposed program.

A standout feature of the program is the inclusion of Serious Games, which are designed for applications beyond entertainment, including training, simulations, and problem-solving. This specialized training aligns directly with the needs of Alabama's industries, where interactive tools are increasingly used for workforce development, operational training, and complex system simulations. Additionally, North Alabama's hub for aerospace and defense industries

offers significant opportunities for students to apply their skills through internships and eventual employment, ensuring that the program supports both regional growth and state-level workforce demands.

The program also aligns with multiple roles in Alabama's in-demand occupations as identified by the Standard Occupational Classification (SOC) system. Game Design skills are directly relevant to the SOC 15-1250 (Software and Web Developers, Programmers, and Testers) occupations - many of which are currently in high demand going into 2025. However, the scope of Game Design extends far beyond these roles. Graduates will be uniquely prepared for interdisciplinary positions, as the field integrates expertise in art, programming, communication, psychology, business, marketing, and writing. This breadth of knowledge positions Game Designers as versatile professionals capable of contributing to a wide range of industries and collaborative teams.

B. Employment Preparation

Describe how the proposed program prepares graduates to seek employment in the occupations (SOC codes) identified.

The Game Design program prepares graduates for diverse roles such as Video Game Designers (SOC 15-1255.01), Software Developers (SOC 15-1252.00), and Training and Development Specialists (SOC 13-1151.00) by integrating creative and technical training. Students design core features of games, such as innovative mechanics, narratives, and character development, while producing and maintaining detailed design documentation. They gain expertise in conducting regular design reviews throughout development, ensuring alignment with project goals, and consulting with project leads and partners to define functional requirements and operational characteristics. Technical training in programming and software development enables graduates to analyze user needs, create software solutions, and enhance system capabilities. In addition, students learn how to design and develop Serious Games, games not meant for entertainment purposes, for creating simulations, training, and instructional content. By fostering collaboration across disciplines and aligning with industry standards, the program ensures graduates are well-equipped to excel in Alabama's growing industries and in cross-functional team environments.

C. Professional Licensure/Certification

Please explain if professional licensure or industry certification is required for graduates of the proposed program to gain entry-level employment in the occupations selected. Be sure to note which organization(s) grants licensure or certification.

NA

D. Additional Education/Training

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

NA

V. Curriculum Information for Proposed Degree Program

A. Program Completion Requirements: Enter the credit hour value for all applicable components (enter N/A if not applicable).

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	45
Credit hours required in **program courses**	60
Credit hours in **program electives/concentrations/tracks**	15
Credit hours in **free electives**	0
Credit hours in **required research/thesis**	0
Total Credit Hours Required for Completion	**120**

Note: The above credit hours **MUST** match the credit hours in the *Curriculum Components of Proposed Program* table in Section V.G.

B. Maximum number of credits that can be transferred in from another institution and applied to the program: **90**

C. Intended program duration in semesters for full-time students: **8**

D. Intended program duration in semesters for part-time students: **13**

E. Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?   Yes ☐ No X

If yes, explain how these components fit with the required coursework.

F. Does the program include any concentrations?
          Yes X No ☐

If yes, provide an overview and identify these courses in the *Electives/Concentrations/Tracks* section in the Curriculum Components of Proposed Program Table in Section V.G.

G. 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.

Program Name:	Game Design			
Program Level:	Undergraduate			
Curriculum Components of Proposed Program				
Course Number	Course Title	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses (45 credit hours total)				
(Area I) 6 hours total	COLLEGE WRITING	6		
(Area II) 12 hours total	HUMANITIES AND FINE ARTS	6		
FMA 123	Intro to Film Studies (Area II)	3		
CM 113	Public Speaking (Area II)	3		
(Area III) 11 hours total	MATHEMATICS AND SCIENCE	8		
MA 181	Introduction to Statistics (Area III)	3		
(Area IV) 12 hours total	HISTORY AND SOCIAL AND BEHAVIORAL SCIENCES	6		
ECN 143	Principles of Microeconomics (Area IV)	3		
PY 101	General Psychology (Area IV)	3		
FYE 101	Charger Success	1		
Choose 1 from WLC	Foreign Language	3		
Program Courses (Multidisciplinary - 12 credit hours total)				
CS 104	Intro to Python	3		
EH 211	Intro to Creative Writing	3		
EH 301	Technical Writing	3		
MU 305/306	Music Technology	3		
Program Courses (Art Foundations - 24 credit hours total)				
ARS 160	Drawing Foundations	3		
ARS 123	2D Design and Color Theory	3		
ARS 348	Digital Fabrication	3		
ARS 220	Animation: Introduction	3		
ARS 230	Graphic Design: Introduction	3		
Choose 2 ARH 100 or 101 or 103	Art History Ancient to Medieval or Renaissance to Modern or World Art	6		
ARH 309	Contemporary Art	3		
Program Courses (Game Design Core - 24 credit hours total)				
ARS 210	Game Design: Introduction	3		
ARS 311	Game Design: Scripting and Design I	3		

ARS 312	Game Design: Level Design and Playtesting	3	Y	
ARS 313	Game Design: Serious Games	3	Y	
ARS 411	Game Design: Game Development and Publishing	3	Y	
ARS 415	Game Design: Team Game Design I	3		
ARS 416	Game Design: Team Game Design II	3		
ARS 494	Professional Practices	3		
Optional Program Elective Tracks (Business - Choose 15 credit hours)				
EH 300	Strategies for Business Writing	3		
MGT 401	Intro to contract management	3		
MGT 405	New venture strategies	3		
MKT 301	Principles of Marketing	3		
MKT 343	Marketing Research	3		
MKT 465	Marketing for New Ventures	3		
MKT 470	Social Media Marketing	3		
MKT 472	Digital Marketing	3		
Optional Program Elective Tracks (Writing - Choose 15 credit hours)				
ARS 327	Visual Story Development	3		
CM 313	Business and Professional Communication	3		
EH 300	Strategies for Business Writing	3		
EH 310	Intro to Fiction Writing	3		
EH 401	Theory and Practice in Technical Communication	3		
EH 409	Proposal Writing	3		
EH 410	Fiction Writing	3		
EH 412	Spec Studies Creative Writing	3		
EH 442	Usability Studies	3		
FMA 210	Writing for Visual Media	3		
Optional Program Elective Tracks (Communications - Choose 15 credit hours)				
CM 231	Foundations of Human Communication	3		
CM 310	Persuasion	3		
MKT 332	Buyer Behavior	3		
MKT 343	Marketing Research	3		
PY 301	Personality	3		
PY 316	Perception	3		
PY 375	Social Psychology	3		
PY 480	Cognition	3		
Optional Program Elective Tracks (Coding - Choose 15 credit hours)				
MA 113	(Prerequisite) Precalc Trig	3		
CS 121	(Prerequisite) Computer Science I	3		
CS 221	(Prerequisite) Comp Sci II: Data Structures	3		
	And choose 2 of the following			
ARS 336	Graphic Design: Creative Coding in Javascript	3	Y	

CS 330	Artificial Intelligence and Game Development	3		
CS 347	Introduction to Video Game Design and Programming	3		
CS 371	Mobile Computing	3		
CS 430	Survey: Artificial Intelligence	3		
CS 443	Intro to Multimedia Systems	3		
Optional Program Elective Tracks (User Experience - Choose 15 credit hours)				
ARS 334	Graphic Design: Web User Experience I	3		
ARS 434	Graphic Design: Web User Experience II	3		
EH 442	Usability Studies	3		
EH 452	User-Centered Design	3		
PY 300	Psychology Statistics (& PY 304 Lab)	3		
PY 403	Human Factors Psychology	3		
PY 410	Task Analysis & Prototyping	3		
Optional Program Elective Tracks (Art - Choose 15 credit hours)				
ARS 321	Animation: Organic Modeling	3		
ARS 322	Animation: 3D Animation	3		
ARS 324	Animation: Technical Arts	3		
ARS 325	Animation: Hard Surface Modeling	3		
ARS 326	Animation: Drawing Dynamic Figures	3		
ARS 327	Animation: Visual Story Dev	3		
ARS 328	Animation: Concept Art	3		
ARS 329	Animation: 2D Animation	3		
ARS 332	Graphic Design: Web Design	3		
ARS 334	Graphic Design: Web User Experience I	3		
ARS 335	Graphic Design: Typography I	3		
ARS 348	Digital Fabrication	3		
ARS 360	Drawing: Figure	3		
ARS 432	Graphic Design: Senior Project Management	3		
ARS 434	Graphic Design: Web User Experience II	3		
ARS 492	Art Internship	3		
Research/Thesis				
*Total Credit Hours Required for Completion		120		

*Note: The total credit hours should equal the total credit hours in the Curriculum Overview table (V.B, p. 9).

External Letter 1: Rebecca Rost | Firaxis Games

To whom it may concern: Hello! My name is Rebecca Rost. I went to Chapman University for their Game Development program, have worked at SEGA/Atlus, Amazon Games Studio, and now work at Firaxis as a Content Designer. Here's my feedback on the curriculum.

Game Design Foundations:
Not sure if I'd include Music Technology in the 'Foundations' category. While it is definitely useful, a 300-level class on it may not be necessary. For solo dev, knowledge of sound and music technology is essential. But, for my 10 years of experience in AAA studio dev, I have never touched music/sound even a little bit.

Note from UAH Faculty: Despite the 300 level course number, MU 305/306 is an introductory course for sound design

Art Foundations:
Even though I am by no means a visual artist and don't really touch models in my work, the classes I took on 3D art in college helped me the most in understanding the pipeline of games. I'm surprised there's no 3D option in here, but that may be because the classes don't exist at a beginner level? I looked at the other art section and they have 3D specializations, but there seems to be no base 3D course. The most important things about 3D art education basics in my experience is the discussion of poly count (leading into a larger discussion on game performance), importing/exporting 3D model files (aka how to get from a 3D sculpting software (like Maya) to a game engine (like Unity)), and rigging said models.

Note from UAH Faculty: ARS 220 is an introductory course for 3D animation and is included in the curriculum

Art and Design History:
Yay! History is SO important. Glad this is included.

Core Game Design:
I'm a bit confused by "ARS 313 Game Design: Serious Games" but it may be just a class titling issue gone wrong. What is considered a 'serious' game? And what is the value judgement there? Often, 'casual' or 'cozy' games are looked down upon, and that's a shame since they make up a big portion of the market. Just not sure what the word 'Serious' is doing here and what it means.

Note from UAH Faculty: Serious Games is an industry term for games focused on training or education instead of entertainment. Many people in the entertainment industry are unaware of the existence of serious games.

Elective Tracks/Art:
These all look pretty useful! For Business, it makes me think back to my 'Games Industry' class in college. In that class, we spoke about game pipelines, what different roles do (ie what Producers are and do), legal issues (lootboxes, rating systems and laws internationally), and in general what industry trends are. That was a hugely important class for me. Orienting oneself with the industry as

it stands in the business world is key. As always, I wish for more classes on QA, as that is most people's entry point to the industry. PY 410 TASK ANALYSIS & PROTOTYPING and EH 442 Usability Studies seem close to that, but not quite. Being able to write a bug report and the things that report contains are essential to every role, in fact. From those writing up the bugs to those distributing them to those fixing them—bugs are an important part of development. The reading and constructing of bugs is essential stuff. Most of the interviews I did for early QA positions had me write a 'Reproduction Steps' example on how to make a PB&J sandwich.
A great exercise in communication and bugs in general is writing repro steps.

Overall, I think the coverage here is good. Would always love to see a Digital/Gaming Ethics course but those are so specific that few universities have them. I'm also glad to see Communications classes as a part of the program, as communicating effectively with others is like 80% of big studio game dev.

Hope this helps,
Rebecca

External Letter 2: Raph Koster | legendary game designer

From wikipedia: Raphael "Raph" Koster is an American entrepreneur, game designer, and author of ***A Theory of Fun for Game Design***. Koster is widely recognized for his work as the lead designer of Ultima Online, a multiplayer, online role-playing game, and the creative director behind ***Star Wars Galaxies***, also a multiplayer, online role-playing game developed by Sony Online Entertainment and published by LucasArts.

Hi Raph!

I met you sometime back when you came to The University of Alabama in Huntsville as a Distinguished Speaker. I teach in the animation program here and you came to my classes to talk to our animation students, we went to dinner, etc. I'll attach a flyer from your visit to remind you, as I'm sure you have done a ton of these :)

We are creating a new degree program in Game Design at UAH and would like your input. We want our program to focus on Game Design itself and not on related production areas, though students in the program will also be exposed to those as well. The program is offered from the Art Dept, but we have made the curriculum as multidisciplinary as possible due to the demands of game design. There are some required general education courses that are not listed below, but most of the relevant curriculum we are proposing is below. I know not all of the details are there without full course descriptions, but the general idea is there through course titles and I didn't want this to be overwhelming for reviewers...

Would you be willing to help with this? We'd just need you to look over our plans and let us know if you feel we have included unnecessary classes, if you feel there are any missing areas of study, or if you would shift the emphasis in any way. We are open to any feedback you are willing to offer! If you feel this curriculum would help students learn the necessary skills to be game designers, a couple of sentences of support would be greatly appreciated.

I have a tremendous amount of respect for you and would love to get your feedback on our current curriculum plan for the program if you have time. NP at all if you can't do this, I just wanted to try to get your thoughts if possible since you have spent your life doing and thinking about game design!

Hope you are doing well!

Best,
Vinny

Response from Raph:

Without seeing course descriptions, this looks pretty solid actually! I assume there's some literature classes in the core curriculum already. For designers, some exposure to general culture & humanities is pretty important.

Hi Raph,
Thanks for getting back to me about this! I appreciate you taking a look. Yes, literature, math, science, etc are all still there as general education courses.

Thank you again!
Vinny

External Letter 3: Taylor Loper | Ionized Games & Boeing

Hey Taylor!

We are getting ready to start a game design major at UAH and are looking to get feedback about our proposed program from a few game designers to make improvements or bolster the case for instating the program. We want our program to focus on Game Design itself and not on related production areas, though students in the program will also be exposed to those as well. The program is offered from the Art Dept, but we have made the curriculum as multidisciplinary as possible due to the demands of game design. There are some required general education courses that are not listed below, but most of the relevant curriculum we are proposing is below. I know not all of the details are there without full course descriptions, but the general idea is there through course titles and I didn't want this to be overwhelming for reviewers...

Would you be willing to help with this? Hopefully it would only take a few minutes, but would be super helpful to us. We'd just need you to look over our plans and let us know if you feel we have included unnecessary classes, if you feel there are any missing areas of study, or if you would shift the emphasis in any way. We are open to any feedback you are willing to offer! If you feel this curriculum would help students learn the necessary skills to be game designers, a couple of sentences of support would be greatly appreciated.

Best,
Vinny

Response from Taylor:

Honestly, I think this is perfect. Trying to finish up The Backrooms game and hitting all the same roadblocks as CAT Interstellar made me realize how important it is to go in with a plan. I think exposing people to basic scripting like python, communication skills like Marketing Research, and all the art classes to actually draw out a game design program is perfect. I really wouldn't change anything about this.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

University of Alabama

BS in Game Design   *Select Level*   *Bachelor's*

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	0	0	0	0	0	0	0	0
STAFF	0	0	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0	0	0
LIBRARY	0	0	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0	0	0
OTHER								0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								0
EXTRAMURAL								0
TUITION	0	62244	114114	254268	373674	435918	493080	1733298
TOTAL	**0**	**62244**	**114114**	**254268**	**373674**	**435918**	**493080**	**1733298**

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 HEADCOUNT	Year 1 - No data reporting required	6	11	24	35	41	46	27.16666667
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	1	2	2	3	1.333333333
TOTAL HEADCOUNT	Year 1 - No data reporting required	6	11	25	37	43	49	28.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	5	15	18	13	16	12.16666667

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	Year 1 - No data reporting required	0	1	5	6	9	8	7.6

New entails <u>additional</u> expenses or revenues associated with program implementation. Please include any planning or start-up expenses within Year 1 (even if these were incurred in Year 0 or prior). Do not include expenses or revenues already budgeted for a department or instructional unit prior to the development of this specific program. For instance, if new faculty will be hired to teach in this program, salary/benefits should be included for each year following hire, but salary/benefits for existing faculty would not be included.

New Program Proposal
Supplement

In addition to the items ACHE has requested for program proposals, please include the following additional items when developing and submitting academic program proposals to the System Office and the Board of Trustees for approval.

1. Institution:

☐ UA   ☐ UAB   ☑ UAH

Please select more than one institution for cooperative, joint, and shared degree programs.

2. Program Identification

Program name: Game Design

Degree Nomenclature: Bachelor of Science (B.S.)

Date of NPP submission: January 30, 2025

3. Six-digit CIP Code: 50.0411

4. Executive Summary (not to exceed two pages)

The Game Design program provides a comprehensive, multidisciplinary education that prepares students for careers in both entertainment and Serious Games industries. Students will gain foundational knowledge in art, animation, coding, sound, psychology, business, and communications, synthesizing these skills to become well-rounded Game Designers. The curriculum emphasizes hands-on experience, with students publishing games and working collaboratively in multidisciplinary teams. To further specialize, students can select focused tracks in Business, Writing, Communications, Coding, User Experience, or Art. This diverse skill set, combined with opportunities for internships and industry connections, ensures graduates are prepared for a range of in-demand roles in Alabama's evolving workforce.

5. Steps taken to determine if other UA System institutions might be interested in collaborating in the program.

We have not sought collaboration with other institutions as we have the faculty, facilities, and curriculum in place to manage the program on our own.

6. Summary of other campus comments, internal to the UA System or external (if any), regarding your plans for developing this program. Please include substantive feedback from the pre-proposal process.

Feedback was generally positive, but a few concerns were raised about degree designation (BS vs BA) and the inclusion of additional computer science courses. Feedback received and response to feedback is included in its entirety in the documentation package.

7. Describe the process that will be used by your institution for routine internal and/or external program review.

We collect data for student learning outcomes every semester to ensure individual courses and the overall program are achieving the desired outcomes for students. We will apply for National Association of Schools of Art and Design (NASAD) Plan Approval for the program after receiving internal approval. After a self-study and on-site visits for NASAD, we will receive final approval for listing with NASAD. Our program is reviewed annually by NASAD thereafter.   We also participate in SACSCOC assessments.

8. Describe the process that will be used in assessing program outcomes (to include student learning outcomes).

We have identified seven learning outcomes for our program. From among these, we have selected the following three learning outcomes to focus on initially:

1. During their studies, students will participate in at least three team-based projects, collaborating with artists, programmers, and designers, showcasing effective team communication and project management skills.

2. By their final year, students will develop a marketing plan and pitch deck for a game project, demonstrating an understanding of business models, funding strategies, and market trends in the gaming industry.

3. By graduation, students will have collaboratively developed, marketed, and published at least one original game on a commercial or public platform, demonstrating practical experience in all stages of the game development lifecycle.

We will develop similar rubric structures to our BA and BFA degrees using the ranking categories of Exemplary, Accomplished, Developing, Beginning, Underdeveloped.

9. Other pertinent information, if any.

Dear Dr. Johnson and Dr. Daniélou,

We greatly appreciate the feedback. Dr. Daniélou raises some useful concerns about our program. We also had some of the same considerations when developing the curriculum. We also performed extensive research into employment opportunities and the availability of jobs upon graduation.

Feedback from UAB:
Catherine Daniélou, PhD | College of Arts and Sciences
1. CIP Code and Degree Nomenclature
The proposed code, 50.0411, matches "Game and Interactive Media Design" appropriately. However I would recommend a BA because: (1) the 50 category fits within Visual and Performing Arts; (2) UAH proposes the degree be housed in the Dept of Art, which offers animation, therefore this proposed degree will be housed in the College of Arts, Humanities and Social Sciences; (3) the degree is meant to be a generic and cross-disciplinary degree and not one where Computer Science, Mathematics, Entertainment Computing courses and competencies are going to be central. Other universities offer a BA or BFA in Game Design, such as USC (California), U of Florida, Michigan State University, UCLA, to name but a few. UAH offers a robust Entertainment Computing Concentration within the Computer Science BS. With the proposed degree being a more generic degree and possibly a default degree for those who might not be able to continue with the BS, I believe offering a BS would not honor your existing BS offering and may create some confusion.

BA or BS
We spent a good deal of time considering what the best option for our new degree was. There were three reasons we went with the BS.
- *Appeal to potential employers.* In surveying approximately fifty employment opportunities, a regular requirement was published titles. One emphasis of our program is to publish games. This professional emphasis shifts us into the applied category which aligns better with a BS designation.
- *NASAD Accreditation.* According to the NASAD Handbook, section X.E., "Game design requires the application of competencies in specific disciplines and in multidisciplinary convergences enabled by electronic technology." However, the requirements for accreditation in an art related discipline are that 65% of the program be focused on art/design histories and theories (e.g. the Digital Media BFA requirements in the NASAD Handbook section IX.C.1.b). With 65% focused on the arts, the degree would no longer be a multidisciplinary approach to Game Design. From NASAD: MAJORS IN NEW, DEVELOPING, OR UNIQUE SPECIALIZED DESIGN FIELDS: Titles normally used to identify professional undergraduate degree programs with a major structured to prepare students for entry-level professional practice are Bachelor of Fine Arts (BFA) [in the area of specialization], or Bachelor of Science (BS) [in the area of specialization].
- *Distinguish GD from other UAH Art BA and BFA degrees*. Our proposed degree in GD is not focused on the visual arts, and we felt the BS would help make that distinction the clearest. As noted, the majority of our proposed degree is also not focused on technical

content either, but we feel our proposed degree is less likely to be confused with a BS in Computer Science with a concentration in Entertainment Computing than our existing Art degrees. This new degree will be an innovative approach to the Game Design field. The norm for gaming related degrees is to focus either on programming or on art. Neither of those traditional approaches applies to a Game Designer, according to the U.S. Department of Labor (described above). Our program is not aimed to capture students from the Animation BFA or the CS Entertainment Computing degrees. Rather, it is meant for attracting students who want to focus primarily on Game Design as their future career path.

Entertainment Computing (EC) and Game Design (GD)
There is only one overlapping course in the core requirements for each degree: CS 104/ Intro to CS Using Python. The remainder of the EC curriculum contains CS courses. There are no Game Design courses required or included as electives. Entertainment Computing prepares students for Software Developer: (https://www.onetcodeconnector.org/ccreport/15-1252.00). In the SOC description for a software developer, it mentions " applying principles and techniques of computer science, engineering, and mathematical analysis."
In the Game Design degree we offer six tracks at the advanced level. One of those is "coding." We have Software Developer as the second employment outcome in our ACHE proposal only because of the coding track.
Our BS in Game Design is more focused on the Video Game Designer SOC code (https://www.onetcodeconnector.org/ccreport/15-1255.01, second section on the right). The detailed work activities for a Videogame Designer include:

- Analyze market or customer related data.
- Collaborate with others to determine design specifications or details.
- Communicate project information to others.
- Design video game features or details.
- Develop testing routines or procedures.
- Document design or development procedures.
- Manage documentation to ensure organization or accuracy.
- Manage information technology projects or system activities.
- Prepare graphics or other visual representations of information.
- Supervise information technology personnel.
- Test software performance.
- Update knowledge about emerging industry or technology trends.

As seen in the activities for the job title, a Video Game Designer is a multidisciplinary position involving marketing, communications, writing (documentation), collaboration, and research.

Art and coding are not the primary functions for the role, although having knowledge in those fields is beneficial for collaborating with and communicating design frameworks between teams.

Also of note are the reported job titles for a Video Game Designer (https://www.onetcodeconnector.org/ccreport/15-1255.01, top left):

- Design Director
- Designer
- Environmental Artist
- Game Design Consultant
- Game Designer
- Gamemaster
- Level Designer
- World Designer

This wide array of duties and titles assigned to a Video Game Designer stresses the need for a broad background expanding outside of art or computer science. The core game design classes meant to prepare students for these employment opportunities are:

- ARS 210 Game Design: Introduction
- ARS 311 Game Design: Scripting and Design I
- ARS 312 Game Design: Level Design and Playtesting
- ARS 313 Game Design: Serious Games
- ARS 411 Game Design: Game Development and Publishing
- ARS 415 Game Design: Team Game Design I
- ARS 416 Game Design: Team Game Design II
- ARS 494 Professional Practices

The different tracks are meant to help the students specialize in their desired field within the Game Design umbrella.

2. Building on reputation and offerings
While UAH does not have the range of specific Game Design / Game Computing classes that a school like the University of Florida (as an example) offers, the offerings in the Computer Science and Art, Art History and Design departments (Digital Animation courses) should be sufficient for a generic Game Design BA degree. The UAH Animation Class Rotations posted online show that classes are offered regularly. In reference to the proposal, there seem to be enough classes and academic options right now that students should not be looking elsewhere. The appeal will most likely be (1)a default degree option; (2) a degree allowing students to get a degree that will help them be competitive for jobs (sic) the Game and Entertainment Industry in general; (3) a degree allowing students to be competitive for admission to very specialized graduate programs. The proposed degree may take students away from the current BFA and the Computer Science degree, but it will also offer a generally visible option and attract prospects.

Game Design is its own field and area of study, distinct from both content creation/art and coding. Many game design programs are more focused on game art or game programming than

game design. Game design itself is the focus of our proposed degree, and therefore will distinguish itself from other UAH offerings.

Section 9 refers to a set of core design core classes, it is not clear which will be in the NPP, but it is possible that these are perhaps CS 347 (Intro to Game Design and Programming) and ARS 311 (Video Game Scripting and Design). To be competitive as Game Designers, however, graduates will need coding and computer science not to be options but very present. I would limit the number of concentrations or tracks or specializations within the major (section 9) to a minimum in an effort not to dilute the degree and competencies and so that the degree program can be adequately assessed. The NPP seems a bit ambitious in the listing of "specializations".

Game Design and Game Development are distinct fields. As noted above, the GD degree has CS 104 Intro to CS Using Python and ARS 311 Game Scripting and Design (a synthesis of coding and design) in its core requirements. The remainder of the core courses are multidisciplinary (Creative Writing, Tech Writing, Music Tech). Then there are ARS and ARH courses. The only other specific coding courses occur in the "coding" track. As we have noted above, Game Design is multidisciplinary and the focus is design of the game–we have seven courses in GD and ARS 494 Professional Practices. A Game Designer will need to communicate with a Game Developer/Coder, but the ability to code at the same level as an engineer is not essential.

THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

Resolution

**Granting Approval of and Permission to Submit to the
Alabama Commission on Higher Education (ACHE) a Proposal for a
Bachelor of Science Degree in Game Design
(CIP Code 50.0411)**

WHEREAS, the College of Arts, Humanities, and Social Sciences at The University of Alabama in Huntsville proposes a Bachelor of Science degree in Game Design; and

WHEREAS, the degree program will provide a comprehensive, multidisciplinary education that will prepare students for a multitude of careers in the growing gaming industry, including training in "Serious Games", a rapidly growing sector within the game industry focused on training and simulation applications; and

WHEREAS, the program will include coursework and hands-on practical experience in the areas of art, animation, coding, sound, psychology, business, and communications, and students may use robust electives to focus their degree on specific paths within game design; and

WHEREAS, the Game Design program will leverage local industry connections to provide and encourage internship opportunities for students; and

WHEREAS, the Game Design degree program, which is proposed for implementation for fall 2026, will be administered under the Department of Art, Art History, and Design in the College of Arts, Humanities, and Social Sciences and will rely on existing faculty, requiring no new resources for implementation.

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that the Board does hereby support and approve the Bachelor of Science degree in Game Design (CIP Code 50.0411) at The University of Alabama in Huntsville and grants permission to submit this Proposal to the Alabama Commission on Higher Education.

February 24, 2025

Mr. Sid J. Trant
Chancellor
The University of Alabama System
Sid McDonald Hall
500 University Blvd. East
Tuscaloosa, AL 35401

Dear Chancellor Trant:

Attached is a proposal, resolution, and supporting documentation for the creation of a
new Bachelor of Science (B.S.) degree in Game Design at The University of Alabama
in Huntsville.

I ask that the program proposal be reviewed and placed on the agenda for the April 2025
Board of Trustees Meeting.

Sincerely,

Charles L. Karr
President

Attachments

M E M O R A N D U M

Date: February 21, 2025

To: Charles L. Karr, President

From: David Puleo, Provost and Executive Vice President for Academic Affairs

David Puleo
2025.02.28
08:43:01 -06'00'

Subject: Resolution Proposing New Bachelor of Science degree in Game Design

Attached is a resolution along with a complete proposal package for the creation of a new Bachelor of Science (B.S.) degree in Game Design. The new degree program will be offered under the College of Arts, Humanities, and Social Sciences at UAH.

This resolution and supporting documents are submitted for your review, approval, and forwarding to the Board of Trustees for the next meeting. If you have any questions or need more information, please let me know.

Attachments

Board Rule 502
Notice of Pending Proposal (NPP) for a New Program of Instruction
(To be completed by the Provost's Office)

1. Institution:

☐ UA ☐ UAB ☑ UAH

Please select more than one institution for cooperative, joint, and shared degree programs.

2. Date of NPP Submission (mm/dd/yyyy): 1/17/2025

3. Contact Information

Institutional Contact Person: Lillian Joyce

Telephone: 256-824-6114

Email: joycel@uah.edu

4. Program Identification

Program Name: Game Design

Degree Nomenclature: Bachelor of Science (B.S.)

5. 6-digit CIP Code: 50.0411

6. Program Mode of Delivery

    Provide the planned delivery format(s) (i.e., in-person, online, hybrid) of the program along with the planned location(s) at which the program will be delivered (i.e., on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

- [x] In-person
- [ ] Online
- [ ] Hybrid
- [ ] On-campus
- [ ] Off-campus
- [ ] Competency-based
- [ ] Other, please describe:

7. Select a meeting for Board consideration:

- ( ) April 11-12, 2024
- ( ) June 6-7, 2024
- ( ) September 12-13, 2024
- ( ) November 7-8, 2024
- ( ) February 6-7, 2025
- (•) April 3-4, 2025
- ( ) June 5-6, 2025
- ( ) September 11-12, 2025
- ( ) November 6-7, 2025
- ( ) February 5-6, 2026
- ( ) April 2-3, 2026
- ( ) June 4-5, 2026

8. Is the proposed academic degree program currently listed on your campus Three-Year Academic Program Planning Report that is annually submitted to the Board of Trustees?

○ Yes

◉ No

If no, please explain.

We see a regional opportunity to attract a number of students interested in Game Design to UAH as well as keep current UAH students that are looking elsewhere for more specific studies in Game Design than what UAH currently offers in Art (Animation) and Computer Science (Entertainment Computing). We are building on a previous initiative to create programs & competency in interactive and entertainment media with this proposed major. There is little risk in adding this major as it leverages existing faculty and facilities.

9. Provide a brief description of the program.

.
The BS in Game design is a 120 hour degree that does not require a minor. For students to be successful in the field of Game Design, they need to understand a multitude of disciplines, including art, animation, coding, sound, psychology, business, and communications. The proposed program will require students to learn fundamentals of all of these fields in order to synthesize the skill set needed to be a Game Designer. Students complete a robust set of game design core classes, then choose a track that allows for more specialization in business, writing, communications, coding, user experience, or art.

10. Relationship of program to other programs within the institution.

10.1. How will the program support or be supported by other programs within the institution?

The proposed major in Game Design will be housed in the Art Department, but because of its cross-disciplinary nature, students will take classes in Writing, Psychology, Communications, Business and Computer Science. The majority of the proposed curriculum leverages existing courses at UAH. The program compliments our existing majors in Entertainment Computing (Computer Science) and Animation (Art, Art History & Design) as well as related minors in Art and Computer Science.

10.2. Will this program replace any existing program(s) or specialization(s), option(s) or concentration(s) within existing programs?

◯ Yes

◉ No

If yes, please explain:

11. If this program is similar or duplicative of any other programs in the system or the state, please give your rationale for program duplication.

NA

12. Do you plan to explore possible program collaboration with other institutions? Please explain.

No, UAH has all resources needed for this program.

13. Please describe the need and/or level of student demand for this program.

We surveyed students currently taking the introductory game design course and those enrolled in the minor. Out of the 41 respondents to the survey, 34 (83%) expressed interest in a game design major.

There are several reasons students interested in game design careers would be drawn to our program. Students from Alabama and Tennessee counties who qualify for in-state tuition will be able to choose a comprehensive game design program at a reasonable price. Students graduating from private institutions often have high student loan debt, especially those with medium to low incomes. Out-of-state students will still find our program much more cost-effective than the private institutions.

Job growth in the game design industry is robust. While BLS does not have a separate category for game design, it falls under "interactive media," where job growth is at 8%. The game industry is growing; the IMARC Group research company projects remarkable growth, with expectations set for the market to soar to US$ 471.3 Billion by 2032. Further, the growth in serious games (those used for training and testing) is ▪