PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: *Winthrop University*

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

- *The proposal is a modification of the BDes in Design concentration in Experience Design to a concentration in Game Design. This modification changes the name of the concentration and some course requirements.*

Current Name of Program (include degree designation and all concentrations, options, and tracks):

- *Bachelor of Design in Design with concentrations in Graphic Design, Illustration, Interior Design, and Experience Design*

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

- *Bachelor of Design in Design, with concentrations in Graphic Design, Illustration, Interior Design, and Game Design*

Program Designation:

- Associate's Degree

- Master's Degree

- **Bachelor's Degree: 4 Year**

- Specialist

- Bachelor's Degree: 5 Year

- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

No

Proposed Date of Implementation: *Fall 2024*

CIP Code: 50.0499

Current delivery site(s) and modes: *Winthrop campus, Traditional/face-to –face (51801)*

Proposed delivery site(s) and modes: *Winthrop campus, Traditional/face-to –face (51801)*

Program Contact Information (name, title, telephone number, and email address): Professor Jason Tselentis, Department of Design Chairperson, 803-323-4565, tselentisj@winthrop.edu

Institutional Approvals and Dates of Approval:
- **Department Approval: November 2, 2023**
- **College of Visual and Performing Arts Curriculum Committee: January 9, 2024**
- **College of Visual and Performing Arts Curriculum Faculty Assembly: January 12, 2024**
- **Dean, College of Visual and Performing Arts: January 9, 2024**
- **Committee on University Curriculum approval: February 23, 2024**
- **Academic Council approval: February 23, 2024**
- **Faculty Conference approval: February 23, 2024**
- **Provost approval: April 1, 2024**
- **President approval: April 15, 2024**
- **Board of Trustees approval: April 25, 2024**

REACH Act Compliance:

All Winthrop undergraduate students must take one course that meets the Founding Documents requirement. Students may choose from the following courses: ECON103, HIST211, HIST212, PLSC201, PLSC309, or PLSC356

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

Winthrop University is modifying the Bachelor of Design in Design's concentration in Experience Design to a concentration in Game Design. This modification also includes updates to the BDES core courses. During a two-day May 2023 workshop led by Gray Associates & Academic Affairs, a bachelor's program in Game Design was identified as a **"top priority for study and subsequent planning"** (via email, *June update*, 2023, Winthrop University President). Statistics supporting Game Design are likewise compelling in data gathered from Gray Associates—2023 August—with numbers demonstrating its potential as a degree concentration.

There is sound evidence demonstrating a growth trend (market size + GDP) in the visual and performing arts that is building nationally, supported by government analysis and recent increases in investment (US Bureau of Economic Analysis). The US Government's *Arts and Cultural Satellite Account* (ACPSA) value data shows a **21% growth just in South Carolina alone over the last 5 years**.

Creativity, continues to be the big ingredient, evidenced by a report, "The Economic Impact of South Carolina's Arts-Related Economic Cluster"—Von Nessen, 2023 February—which provides updated statistics from a 2018 study showing a **45% increase from 2018, a $14.1 billion economic impact**.[1] This positive national growth trend for the Visual and Performing Arts can be triangulated with data from Gray Associates (New Student Enrollment, Visual and Performing Arts – CIP 50, 2023).[2] Against this backdrop, and thanks to a rise in E-Sports and gaming—**3 billion people globally**—we have a perfect opportunity.[3]

Since 2021, the Department of Design at Winthrop University has had approx. 8–12 students entering each freshmen class who want Game Design concentration in our degree offerings but since we do not have it, we re-direct them to Illustration or Experience Design instead. The Illustration concentration provides some classes in world building and character design but our UX concentration, known as the Bachelor of Design in Design, with a concentration in Experience Design has not appealed to students. The lack of enrollment with Experience Design has been attributed to the mis-naming—most know what UX is, but Experience Design is not familiar—and *mis-branding* of the degree. By modifying Experience Design into Game Design, Winthrop University will be can efficiently use foundation courses within that Experience Design concentration and add pre-existing courses to better attract art & design students who can find jobs regionally, as well as nationally or internationally.

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[1] South Carolina Arts Commission (UofSC, Darla Moore School of Business)
https://dc.statelibrary.sc.gov/bitstream/handle/10827/49355/ARTS_The_Economic_Impact_of_South_Carolinas_Arts-Related_Economic_Cluster_2023-01.pdf?sequence=1

[2] Bilson, M. (August 24, 2023). The artists are not starving: How arts programs profit students and schools. *Gray Associates | Program Evaluation*. https://www.grayassociates.com/gray-insights-higher-education/the-artists-are-not-starving-how-arts-programs-profit-students-and-schools/

[3] Three Billion Players 2023: Engagement and Revenues Continue to Thrive Across the Global Games Market
https://newzoo.com/resources/blog/games-market-engagement-revenues-trends-2020-2023-gaming-report

The College of Visual and Performing Arts Faculty, who work as artists, designers, musicians, actors, dancers, and technicians, would prepare students for professional opportunities through an Interdisciplinary, Multimedia Arts Education, leveraging existing courses from…

1. First and foremost, the Design Foundations (DESF) and Visual Communication and Illustration (VCOM) courses already in our catalog, a majority of which are already present in the Experience Design concentration we've modified

2. Art Education (games can have an educational component)

3. Drawing, Design, Computer Imaging (graphic design, illustration)

4. Interior Design (interior environments, 3D & 2D scenery)

5. Music Composition & Music Tech (sound, sound design, music, sound effects)

6. Theatre Tech (lighting, set design, construction)

7. Theatre, Voice & Movement (character articulation, expressions, body language)

VISUALS VERSUS CODING: Jobs in game programming, engineering, database development & management, and other backend/coding duties may become more and more AI-driven—if job postings at developers such as Epic Games, maker of Fortnite, are any indication. Rather than a science, coding-intensive concentration, the College of Visual and Performing Arts is proposing a Game Design concentration:

- producing market-ready students with career-ready skills

- our graduates would develop visuals, aesthetics, experiences, and artwork

- focused on the **front-end,** *look + feel* of the gaming experience

By using *courses already being taught* in our **Illustration** concentration, as well as courses from **Graphic Design**, we're primed to hit the ground running.
- The target audience for this program will include potential students interested in graphic communication disciplines including graphic design and illustration, as well as web design within our graphic design and experience design concentrations. As of this writing, we have approx. 8–12 current students who want to switch into game design based on informal, anecdotal surveys.
- This program modification is central to Winthrop University's mission as it provides learning experiences and instills critical thinking skills across a range of creative arts, to give students hands-on experiences with 2D & 3D graphics, as well as multimedia like sound design and motion graphics.
- This program modification aligns with the goals of Strategic Plan as Winthrop University transitions into a new progressive identity, one that intends to be part of a digital future, exciting because of how it could align with our E-Sports successes, as well as the local and regional job offerings such as those at Epic Games, makers of Fortnite.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

CAREER PATHWAYS: Several paths to industry exist, such as Epic Games in NC—makers of Fortnite.[4] Other game design companies, including Activision, Microsoft, Nintendo, could become gateways. Since games can also be educational—like Duolingo, a game teaching you how to read/speak a new language—those with an education or arts education background are well-suited for *edutainment* careers.[5] Nintendo game design jobs require specialization in "commercial art production software (Photoshop, Maya, Houdini, Zbrush, Substance Painter, etc.)" covered across existing DESF/VCOM courses, or Unreal Engine and Unity, covered in VCOM363 Multimedia Design 1 & VCOM463 Motion Graphics 2.

- https://careers.nintendo.com/job-openings/listing/210000001M.html?src=CWS-10000

EMPLOYMENT: Work exists in **art**, **animation**, **production**, 105 job openings with Epic Games, NC as of this writing. Students/graduates from SC—who find work in NC—would not have to move too far away from home for employment.

- https://www.epicgames.com/site/en-US/careers/jobs?department=Audio%20%26%20Design&page=1
- https://www.epicgames.com/site/en-US/careers/jobs?department=Art%20%26%20Animation&page=1
- https://www.epicgames.com/site/en-US/careers/jobs?department=Product%20Management%2BProduct%20Operations%2BProduction&page=1
- https://www.epicgames.com/site/en-US/careers/jobs?department=Marketing%2C%20Publishing%2C%20%26%20Communications&page=1
- https://www.epicgames.com/site/en-US/careers/jobs?department=Business%20Development%20%26%20Sales%2BCustomer%20Success%2BExecutive%2BFacilities%20%26%20Administration%2BFinance%2C%20Accounting%2C%20%26%20Strategy%2BIT%2BLegal%2BPeople%2BSecurity&page=1

RECRUITING OUR E-SPORTS STUDENT ATHLETES: Winthrop's E-Sports athletes might be lured to Winthrop by our Game Design offering since it's related to their own athletic experiences. They'd learn how to design a game, while also playing games for our E-Sports Team.

RETENTION: Winthrop's Dept. of Design frequently encounters prospective students, at Open House and other Recruiting Events, who ask about Game Design. Historically, we've directed or re-directed students into Illustration since it has the world building and character design classes that are a foundation of game design. But Illustration lacks the digital and multimedia courses a true game designer would need. At times, students will simply not come to Winthrop since we have not offered a "true" game design degree. We believe Game Design will help with not only recruitment, but also retention.

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[4] https://www.epicgames.com/site/en-US/careers
[5] https://careers.duolingo.com/about (entertainment, video games with an educational aspect)

Transfer and Articulation: Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Winthrop University's Department of Design has articulation agreement with Community Colleges, and we're developing an Agreement with South Carolina's Fine Arts Center. In both cases, classes will transfer from the original institution directly into Winthrop, counting as DESF (Design Foundations) and/or VCOM (Visual Communications) courses.

Description of the Program

Students Projected to be in Game Design Concentration

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2024–25	12	12	13	13	0	13
2025–26	16	29	5	34	4	38
2026–27	18	56	6	62	5	67
2027–28	18	85	8	93	6	99

Explain how the enrollment projections were calculated.
- 2024–2025 number of 12 is based on informal surveys during March 2024 advising of "true freshmen" who entered Winthrop in Fall 2024, along with transfer students who've been at Winthrop for one or more years.
- New numbers for each Spring & Summer Headcount are based on incoming transfers, approximately 4–8 come in each Summer choosing illustration or graphic design, and have used a median number of 5, 6, and up to 8, building conservatively each year.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

- See Attached

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
DESF150 Design Studio Skills [removed from core]	VCOM162 Game Graphics	VCOM362 now as Beginning Game Design
DESF113 Spatial Analysis and 3D Thinking	VCOM562 Advanced Game Design	VCOM462 now as Intermediate Game Design
DESF189 Design Studio Experience [depreciated]		
DESF300 VCD Portfolio Review [removed from core]		
INDS213 Spatial Analysis and Theory 1		
DIFD141 Introduction to Web Design		
VCOM455 Three-Dimensional Graphic Design		
IMCO341 Advertising Principles		
DIFD322 User Experience Design [now as VCOM322]		

Note: Students do not need a minor.

New Courses
List and provide course descriptions for new courses.

VCOM162 Game Graphics (3): Apply the fundamentals and principles of drawing to the creation of game graphics, including characters and backgrounds. Students will draw a variety of body types and scenery, using industry standard creative tools. Preparation of images, graphics, and other content for digital use will also be covered. Offered in spring, Prerequisites: DESF120 AND DESF161. *In this course, students will:*

- Investigation of 2D and 3D digital tools for production of imagery

- Use of computer as a creative tool for game design graphics

- Production of 2D and 3D digital experiences for interactive use

VCOM 562 - Advanced Game Design (3): Apply skills learned in VCOM362 and VCOM462 to the design and creation of games and gaming experiences. Games and gaming experiences will be explored and discussed, including but not limited to strategy, puzzles, entertainment, simulation, and education. In this course, students will:

- Further enhance skills learned in VCOM362 & VCOM462

- Create interactive experiences using game design principles

- Identify game genres and discuss what makes each game unique

- Plan and design organizational schemes within complex storytelling systems

- Examine user interface problems

- Create solutions for human-computer interaction

Curriculum by Year – Game Design Concentration

Course Names	Credit Hrs.	Course Names	Credit Hrs.
FALL		**Year 1 SPRING**	
ACAD 101 Principles of the Learning Academy	1	HMXP 102 Human Experience	3
WRIT 101 Composition	3	PESH___ Physical Activity Course	1
VCOM101 Visual Communication Seminar	1	ARTH175 Intro to Art History	3
DESF101 Design Process, Methods & Mindsets	3	VCOM151 Design Fundamentals	3
DESF120 Design Drawing	3	DESF154 Design and Color	3
DESF161 Introduction to Computer Imaging	3	VCOM162 Game Graphics	3
Total Semester Hours	**14**	**Total Semester Hours**	**16**
FALL		**Year 2 SPRING**	
CRTW 201 Critical Reading, Thinking & Writing	3	MCOM311 Digital Culture and Society	3
PSYC101 General Psychology	3	VCOM301 Visual Communication Seminar 1	1
ARTH176 Intro to Art History from Renaissance to Present	3	VCOM374 History of Graphic Design and Illustration	3
DESF222 Visual Thinking and Symbolic Communication	3	VCOM322 User Experience Design	3
VCOM262 Introduction to Web Design	3	VCOM362 Beginning Game Design	3
Total Semester Hours	**15**	VCOM363 Multimedia Design 1	3
		Total Semester Hours	**16**
FALL		**Year 3 SPRING**	
Natural Science, Biology, Geology	4	Quantitative, MATH111 or 113	3
BADM180 or FINC211 Contemporary Business Issues or Personal Finance	3	WRIT465 Preparation of Oral and Written Reports	3
VCOM355 Concepts	3	VCOM401 Visual Communications Seminar II	1
VCOM462 Intermediate Game Design	3	VCOM324 or 326 World Building or Character Design	3
Directed Elective, ARTS, DIFD/CSCI, MUST, MUTC, THRA, DESF/VCOM	3	VCOM463 Motion Graphics II	3
Total Semester Hours	**16**	Directed Elective, ARTS, DIFD/CSCI, MUST, MUTC, THRA, DESF/VCOM	3
		Total Semester Hours	**16**

FALL		Year 4	SPRING	
PLSC201 or ECON103 REACH Act/Social Science	3	PSYC305 Social Psychology	3
Science or Math, PHYS253 or MATH141	3	VCOM487 Senior Thesis Proposal II	2
Design History Elective, ARTH or VCOM	3	VCOM501 Visual Communications Seminar III	1
VCOM486 Senior Thesis Proposal 1	2	VCOM578 Professional Portfolio and Practices	3
VCOM562 Advanced Game Design	3	Directed Elective, ARTS, DIFD/CSCI, MUST, MUTC, THRA, DESF/VCOM	3
Total Semester Hours	**14**	Directed Elective, ARTS, DIFD/CSCI, MUST, MUTC, THRA, DESF/VCOM	1
		Total Semester Hours	**13**

GRAPHIC DESIGN Concentration

	Year 1 FALL SEMESTER	14 credits		Year 1 SPRING SEMESTER	16 credits
ACAD 101	Principles of the Learning Academy	1	HMXP 102	The Human Experience: Who Am I?	3
WRIT 101	Composition: Introduction to Academic Discourse	3	ARTH 175	Introduction to Ancient and Medieval Art	3
VCOM 101	Visual Communications Seminar	1	PESH____	Physical Activity course: PESH 100 level or DANA	1
DESF 120	Design Drawing	3	DESF 154	Design and Color	3
DESF 101	Design Process, Methods & Mindsets	3	VCOM 151	Design Fundamentals	3
DESF 161	Introduction to Computer Imaging	3	VCOM 258	Introduction to Typography	3

	Year 2 FALL SEMESTER	15 credits		Year 2 SPRING SEMESTER	16 credits
CRTW 201	Critical Reading, Thinking and Writing	3	Quantitative Skills	Math course, e.g. MATH 111 or 112	3
ARTH 176	Intro to Art History - Renaissance to the Present	3	VCOM 301	Visual Communication Seminar I	1
BADM 180 or FINC 211	Contemporary Business Issues or Personal Finance	3	VCOM 262	Introduction to Web Design	3
DESF 222	Visual Thinking and Symbolic Communication	3	VCOM 388	Graphic Arts Production Practices	3
VCOM 259	Introduction to Graphic Design	3	VCOM 374	History of Graphic Design and Illustration	3
			IMCO 341	Advertising Principles	3

Year 3 FALL SEMESTER		16 credits
PLSC 201 or ECON 103	Founding Documents & Social Science, either PLSC 201 or ECON 103	3
Natural Science	Lab Science, e.g. BIO 150 & 151 or GEOL 110 & 113	4
VCOM 355	Design Concepts	3
VCOM 358	Intermediate Typography	3
Design History	Any appropriate course in Art or Design history	3

Year 3 SPRING SEMESTER		16 credits
VCOM 401	Visual Communication Seminar II	1
VCOM 340 or 444	Professional Internship or Studio 351	3
VCOM 362 or 363	Multimedia Design or Interactive Multimedia	3
VCOM 453	Corporate Branding	3
VCOM 455	Three-Dimensional Graphic Design	3
WRIT 465	Preparation of Oral and Written Reports	3

Year 4 FALL SEMESTER		15 credits
Social Science	Second Social Science course, e.g. PSYC 101 or SOCL 101	3
Science or Math	Different Science or Math, e.g. PHYS 253 or MATH 141	3
Electives	Any courses of interest	4
Directed Elective	Any appropriate VCOM, ARTS, DIFD elective	3
VCOM 486	Senior Thesis I	2

Year 4 SPRING SEMESTER		12 credits
VCOM 501	Visual Communication Seminar III	1
VCOM 487	Senior Thesis II	2
VCOM 578	Professional Portfolio and Practices	3
Directed Elective	Any appropriate VCOM, ARTS, DIFD elective	3
Directed Elective	Any appropriate VCOM, ARTS, DIFD elective	3

ILLUSTRATION Concentration

Year 1 FALL SEMESTER		14 credits
ACAD 101	Principles of the Learning Academy	1
WRIT 101	Composition: Introduction to Academic Discourse	3
VCOM 101	Visual Communications Seminar	1
DESF 120	Design Drawing	3
DESF 101	Design Process, Methods & Mindsets	3
DESF 161	Introduction to Computer Imaging	3

Year 1 SPRING SEMESTER		16 credits
HMXP 102	The Human Experience: Who Am I?	3
ARTH 175	Intro to Art History - Prehistory Through Middle Ages	3
PESH____	Physical Activity course	1
DESF 154	Design and Color	3
VCOM 151	Design Fundamentals	3
VCOM 121	Design Drawing II: Structure and Form	3

Year 2 FALL SEMESTER		16 credits
CRTW 201	Critical Reading, Thinking and Writing	3

Year 2 SPRING SEMESTER		15 credits
Quanitative Skills	Math course, e.g. MATH 111 or 112	3

ARTH 176	Intro to Art History from the Renaissance to Present	3
VCOM 220	Illustration: The Figure	3
DESF 222	Visual Thinking and Symbolic Communication	3
VCOM 301	Visual Communication Seminar I	1
Directed Elective	Any appropriate VCOM, ARTS, DIFD elective	3

VCOM 374	History of Graphic Design and Illustration	3
VCOM 258	Introduction to Typography	3
VCOM 326	Illustration: Character Design	3
VCOM 425	Illustration: Persuasion and Propaganda	3

Year 3 FALL SEMESTER		16 credits
Science or Math	Different Science or Math, e.g. PHYS 253 or MATH 141	3
PLSC 201 or ECON 103	Founding Documents & Social Science, either PLSC 201 or ECON 103	3
VCOM 259	Introduction to Graphic Design	3
VCOM 401	Visual Communication Seminar II	1
VCOM 423	Illustration: Children's Books	3
VCOM 424	Illustration: Animation I	3

Year 3 SPRING SEMESTER		16 credits
Natural Science	Lab Science, e.g. BIO 150 & 151 or GEOL 110 & 113	4
VCOM 388	Graphic Arts Production Practices	3
VCOM 324	Illustration: World Building	3
VCOM 427	Illustration: Narrative and Editorial	3
WRIT 465	Preparation of Oral & Written Reports	3

Year 4 FALL SEMESTER		15 credits
VCOM 320	Illustration: Creature Design	3
VCOM 420	Illustration: Heroes and Anti-heroes Illustration: Graphic Novels	3
VCOM 486	Senior Thesis I	2
VCOM 501	Visual Communication Seminar III	1
BADM 180 or FINC 211	Contemporary Business Issues or Personal Finance	3
Design History Elective	Any appropriate course in Art or Design history	3

Year 4 SPRING SEMESTER		12 credits
Elective	Any course of interest	1
Social Science	Second Social Science, e.g. PSYC 101 or SOCL 101	3
VCOM 262	Introduction to Web Design	3
VCOM 487	Senior Thesis II	2
VCOM 578	Professional Portfolio	3

INTERIOR DESIGN Concentration

Year 1 FALL SEMESTER		14 credits
ACAD 101	Principles of the Learning Academy	1
WRIT 101	Composition: Introduction to Academic Discourse	3
INDS 101	Interior Design Fundamentals	1

Year 1 SPRING SEMESTER		16 credits
HMXP 102	The Human Experience: Who Am I?	3
PESH____	Physical Activity course: PESH 100 level or DANA	1
DESF 154	Design and Color	3

DESF 113	Spatial Analysis and 3D Thinking	3		DESF 161	Introduction to Computer Imaging	3
DESF 120	Design Drawing	3		INDS 213	Spatial Analysis and Theory I	3
DESF 101	Design Process, Methods & Mindsets	3		INDS 172	Interior Design and Architectural History I	3

	Year 2 FALL SEMESTER	15 credits			**Year 2 SPRING SEMESTER**	15 credits
CRTW 201	Critical Reading, Thinking and Writing	3		ARTH 176	Intro to Art History from the Renaissance to the Present	3
DESF 222	Visual Thinking and Symbolic Communication	3		INDS 238	Textiles and Materials	3
INDS 223	Presentation Techniques I	3		INDS 326	Introduction to Building Systems	3
INDS 225	CAD for Interior Design	3		INDS 331	Lighting Design	3
INDS 272	Interior Design and Architectural History II	3		INDS 336	Codes and Standards	3

	Year 3 FALL SEMESTER	16 credits			**Year 3 SPRING SEMESTER**	15 credits
Natural Science	Lab Science, e.g. BIO 150 & 151 or GEOL 110 & 113	4		Quanitative Skills	Math course, e.g. MATH 111 or 112	3
Humanities	Humanities & Arts course, e.g. MUST 298 or ARTT 298	3		PLSC 201 or ECON 103	Founding Documents & Social Science, either PLSC 201 or ECON 103	3
INDS 353	Interior Design Studio I: Residential	3		INDS 357	Interior Design Studio II: Residential	3
INDS 329	Interior Design Contract Documents	3		INDS 429	Professional Practices for Interior Design	3
INDS 425	Advance Computer Application for INDS	3		WRIT 465	Preparation of Oral & Written Reports	3

	Year 4 FALL SEMESTER	15 credits			**Year 4 SPRING SEMESTER**	14 credits
Social Science	Second Social Science course, e.g. PSYC 101 or SOCL 101	3		Electives	Any courses of interest	7
Science or Math	Different Science or Math, e.g. PHYS 253 or MATH 141	3		INDS 457	Interior Design Studio IV: Commercial	3
Electives	Any courses of interest	3		INDS 485	Portfolio Preparation	1
INDS 453	Interior Design Studio III: Commercial	3		INDS 488	Senior Thesis	3
INDS 487	Senior Thesis Preparation	3				

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BA - Digital Culture and Design	43	Coastal Carolina University Digital Culture and Design - Coastal Carolina University	Cross-disciplinary, liberal arts-based, computer coding, digital curation and web-based design	BA degree is broader in its coverage of media, art, and design; more focused on "web design, digital journalism and publishing, or museum exhibits and animation."
BFA, fine arts, Graphic Design BA, Digital Design	48 33	Bob Jones University Graphic Design, BFA | Bob Jones University (bju.edu) Claflin University	Digital offerings are similar, with some foundations similar to ours Foundations courses are similar, with interdisciplinary lean	Digital-based, but across print and other media for output; no game design nor game art offerings Digital but leans towards advertising, design, and sports marketing, BA degree has less design credits than ours
BA Art- Graphic Design BA, Communication: Digital Media	27 42 (30 are required, may take additional 12)	USC Aiken Anderson University	Range of disciplines covered, some similarities in foundations Little to no similarities, they've more of a mass communication degree	Broad graphic design studies, liberal arts career trajectory, with 4 graphic design classes, but no game, no entertainment, no world building Media creation and ethics, with law background as well, leans more towards public relations, traditional media, and social media—no classes have "design" in the title

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

One new faculty member has been hired in the field of Game Design. The new faculty member will start in Fall 2024. This new faculty fills a current vacancy in the department. Existing faculty and staff have the necessary expertise and capacity to offer the remainder of the program.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.
- **Library Resources:** The current library and learning resources are adequate for the needs of the proposed program, the Department may purchase additional books, using course fee reserves to do so.
- **Equipment & Facilities:** Current equipment is adequate, but additional equipment may be needed as enrollment increases. The proposed program will utilize existing physical facilities used to support the Department. These include the computer labs, digital studios, various classrooms, and computer labs in Rutledge and McLaurin buildings. Rutledge 221 requires the most investment, in terms of equipment and facilities to support courses taught there.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)?

No

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Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	191,325	482,139	903,054	1,354,581	1,454,070	4,385,169
Program-Specific Fees	3,600	8,700	16,800	25,500	28,500	83,100
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	194,925	490,839	919,854	1,380,081	1,482,570	4,468,269
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	93,000	95,790	98,664	101,624	104,672	493,750
Facilities, Equipment, Supplies, and Materials	3,600	8,700	16,800	25,500	28,500	83,100
Library Resources						
Inst. Overhead	76,530	192,856	361,222	541,832	581,628	1,754,068
Total	173,130	297,346	476,685	668,956	714,800	2,330,917
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	21,795	193,493	443,169	711,125	767,770	2,137,352

Budget

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

- One new faculty member with expertise in Game Design is needed to offer this new concentration. This will not be a new position, but a replacement for a recent faculty departure.
- We anticipate minimal added cost as the existing faculty, facilities, and equipment are sufficient to cover this new concentration.
- However, a current computer lab—Rutledge 221—has outmoded computers that are due for replacement, already covered by existing funds earmarked for new equipment, peripherals, and other technology. Additionally, we plan to use course fees to maintain technology & production equipment.
- The fee revenue is used directly for equipment updates, supplies and materials.
- Institutional overhead is calculated at 40% of the tuition revenue and is used to support institutional expenses such as utilities and administrative operations.
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Evaluation and Assessment

Upon graduation, students in game design will be able to create unique gaming experiences, using industry-standard tools, for the purposes of entertainment, education, or *edutainment* (educational games). Assessment findings inform programmatic decisions, document student achievement, and improve the quality of learning for all students. The academic review system focuses on three core classes, DESF101, DESF222, and VCOM487.

- DESF101, required foundations for all majors, including game design
- DESF222, required layout and research class among all majors
- VCOM487 thesis, which game designers must also take
- Each concentration (graphics, illustration, interior design, and game design) has its data de-aggregated, to arrive at statistics within each area

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
The Bachelor of Design in Design (Game Design) is a professional degree for students who wish to pursue the visual arts as a profession or for the student wishing to pursue graduate study. This interdisciplinary concentration encourages students to approach each project—or problem—with a concept-first, design thinking methodology.	During their first year, students solve design problems through the design thinking process in group activities or individual/solo projects. This experience challenges students to work with others, consider alternate views, and think "beyond the self."	**DESF101**; solve a "wicked problem" with the individual and the team aligned, researching and designing their solution; at least 50% of students should attain a rating of 4 (Good) or above in this category. Students use research and design thinking to create effective solutions with original voice, solving the problem in a unique way. A student who demonstrates a 4 has good insight into the needs of the audience, context, and project goals. **DESF101**; Students create prototypes, aka "rough designs" that demonstrate their design thinking, formalizing their design solution to test its use and usefulness; an expectation of at least 80% of students will attain a rating of 4 (Good) or above. **DESF101**; present idea(s), effectively communicating its uses and benefits; at least 80% of students will attain a rating of 4 (Good) or above.
The Game Design concentration, which was built from our pre-existing	Students use elements and principles of design	**DESF222**; students synthesize the elements and principles used from DESF154, DESF161, and VCOM151, to create

Experience Design concentration, contains our core foundation classes in design (DESF) that combine drawing, layout and composition, digital imaging, design thinking, and color & design.		unified, appropriate, human-centered designs and layouts; 50% or more achive a score of satisfactory or higher.
	Student uses an appropriate and understandable concept, aka message or theme or goal	**DESF222,** Visual Thinking and Symbolic Communication; goal of 50% or more who earn successful scores in this class, in a comprehensive project.
Students communicate effectively about their ideas.	Student effectively communicates their concept, sharing their idea with others	**DESF222;** students present their work to their peers, and the instructor, 50% ore more of class will achieve a rating of satisfactory or above.
	Student effectively communicates their concept, sharing their idea with others	**VCOM487 (graphics, illustration, game design) Senior Thesis**; all students are required to participate in multiple oral presentations to their peer group, instructor, as well as guests at the Winthrop SOURCE Event; informal surveys from outside guests are used, tallied with scores, faculty/instructional scores are also tallied; 50% or more of class will achieve a rating of satisfactory or above.
	Students will demonstrate knowledge of design craft, concepts, and processes upon their graduation/exit from Winthrop University	**VCOM487 (graphics, illustration, game design) Senior Thesis:** *culminating project, synthesis of concepts, elements and principles, learned from prior courses,* 50% or more achieve a score of satisfactory or higher.

Assessment Overview

Winthrop University executes an outcome-based programmatic assessment effort that allows for continuous improvement of academic programs, to include student learning outcomes. Part of a cyclical process, these assessment efforts are designed to determine the extent to which identified outcomes are met and findings used for continuous improvement efforts. The process of identifying outcomes, collecting and analyzing data, and using results for improvement of the academic programs support the

assessment of the University's overall institutional effectiveness. The institution functions on the premise that assessment of academic programs maintains and strengthens the programs, while allowing the institution to achieve its stated outcomes.

Two goals of *The Winthrop Plan*, the University's strategic plan, are supported by the assessment of academic programs; specifically to "support inclusive excellence by expanding our impact on students" and to "continually enhance the quality of the Winthrop experience for all students." The process of student learning assessment, although focused at the program level, is informed by University structures and expectations.

Outcomes of individual academic programs are assessed through three major processes: (1) student learning outcomes assessment, focusing on what students know, think, and can do as a result of completing a program, (2) academic program review, a comprehensive evaluation of all areas of an academic program, including curriculum, faculty, students, and resources, and (3) professional accreditation review for specific disciplines. Assessment findings inform programmatic decisions, document student achievement, and improve the quality of learning for all students. The academic review system focuses on developing an institutional culture, with continual improvement at the core of assessment work.

Student Learning Outcomes Assessment

Each academic program within Winthrop University's four degree-granting colleges is required to implement an annual assessment plan that clearly articulates student learning outcomes and program outcomes, identifies appropriate methodology, measures the extent to which students achieve the outcomes, analyzes the findings, and uses the results to make curricular and programmatic enhancements or adjustments.

Accreditation and Licensure/Certification

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

> No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

> Yes, NASAD approval proposal for the BDes in Design, Game Design, was submitted already, signed and authorized by College of Visual and Performing Arts Dean Oremus, co-signed by Dept. of Design Chair Jason Tselentis

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

> No

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

> No

Appendix A: Degree program information for catalog

GENERAL EDUCATION		SEMESTER HOURS
ACAD 101	Principles of the Learning Academy	1
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101	Composition	3
HMXP 102	Human Experience	3
CRTW 201	Critical Reading, Thinking & Writing	3
Oral Communication	Met in cognate with WRIT 465	0
Technology	Met in major with DESF 161	0
Intensive Writing	Met in cognate with WRIT 465	0
Founding Documents Requirement	See approved list; may be met with another requirement	0-3
Physical Activity	See approved list	1
Thinking Critically Across Disciplines*		
Global Perspectives		
ARTH 175	Intro to Ancient and Medieval Art	3
Historical Perspectives	Met in major with VCOM 374	0
Introducing Students to Broad Disciplinary Perspectives		
Social Science	See approved list; must include 2 designators	6
Humanities and Arts	3 hours met in major with VCOM 151	
ARTH 176	Intro to Art Hist Renaissance-Present	3
Quantitative Skills and Natural Science (3 courses)		9-12
Quantitative Skills	See approved list	(3-8)
Natural Science	See approved list; must include one lab science. If 2 courses taken, must be in two different groups: Life, Physical, Earth	(3-8)
Subtotal		**32-38**
Required Courses in Major (*All DESF and VCOM courses required for the degree require a C or better.*)		**62***
VCOM 162	Game Graphics	3

DESF 101	Design Process, Methods & Mindsets	3
DESF 120	Design Drawing	3
DESF 154	Design and Color	3
DESF 161	Introduction to Computer Imaging	3
DESF 222	Visual Thinking and Symbolic Communication	3
VCOM 101	Visual Communication Seminar	1
VCOM 151	Design Fundamentals	3
VCOM 262	Introduction to Web Design	3
VCOM 362	Beginning Game Design	3
VCOM 462	Intermediate Game Design	3
VCOM 562	Advanced Game Design	3
VCOM 301	Visual Communication Seminar I	1
VCOM 322	User Experience Design	3
VCOM 355	Design Concepts	3
VCOM 363	Multimedia Design	3
VCOM 374	History of Graphic Design & Illustration	3
VCOM 401	Visual Communication Seminar II	1
VCOM 324 or VCOM326	World Building or Character Design	3
VCOM 463	Multimedia Design II	3
VCOM 486	Senior Thesis Proposal	2
VCOM 487	Senior Thesis	2
VCOM 501	Visual Communication Seminar III	1
VCOM 578	Professional Portfolio and Practices	3

Cognate Requirements		**22**
WRIT 465	Preparation of Oral & Written Reports	3
BADM 180 or FINC 211	Contemporary Business Issues, Personal Finance	3**
MCOM 311	Digital Culture and Society	3
Directed Electives from choice ARTS, DIFD/CSCI, MUST, MUTC, THRA, DESF/INDS/VCOM, ENGL		10
Any appropriate course in art or design history		3
Electives (numbered above 299)		0-4

Total		**120**

*DESF and VCOM courses may not be taken on the S/U basis.

Graphic Design Concentration *(All DESF and VCOM courses required for the degree require a C or better.)*

VCOM 101	Visual Communication Seminar	1
VCOM 151	Design Fundamentals	3
VCOM 258	Introduction to Typography	3
VCOM 259	Introduction to Graphic Design	3
VCOM 262	Introduction to Web Design	3
VCOM 301	Visual Communication Seminar I	1
VCOM 340 or 444	Professional Internship, Studio 351	3
VCOM 355	Design Concepts	3
VCOM 358	Intermediate Typography	3
VCOM 363	Multimedia Design	3
VCOM 374	History of Graphic Design & Illustration	3
VCOM 388	Graphic Arts Production Practices	3
VCOM 401	Visual Communication Seminar II	1
VCOM 453	Corporate Branding	3
VCOM 455	Three-Dimensional Graphic Design	3
VCOM 486	Senior Thesis I	2
VCOM 487	Senior Thesis II	2
VCOM 501	Visual Communication Seminar III	1
VCOM 578	Professional Portfolio and Practices	3

Cognate Requirements		**21**
WRIT 465	Preparation of Oral & Written Reports	3
BADM 180 or FINC 211	Contemporary Business Issues, Personal Finance	3**
IMCO 341	Advertising Principles	3**
ARTS/DIFD/VCOM Electives		9

Any appropriate course related to design history		3
Electives (above the 300-level)		**0-5**

Illustration Concentration	*(All DESF and VCOM courses in the degree require a C or better)*	**80***
VCOM 101	VCOM Seminar	1
VCOM 121	Design Drawing II: Struct. & Form	3
VCOM 151	Design Fundamentals	3
VCOM 220	Illustration: the Figure	3
VCOM 258	Intro. Typography	3
VCOM 259	Intro. Graphic Design	3
VCOM 262	Intro. Web Design	3
VCOM 301	Visual Communication Seminar I	1
VCOM 320	Illustration: Comparative Anat.	3
VCOM 323	Illustration: Costumed Figure	3
VCOM 325	Illustration: Portraiture	3
VCOM 374	History of Graphic Des. and Illustration	3
VCOM 388	Graph. Arts Prod. Practices	3
VCOM 401	Visual Communication Seminar II	1
VCOM 420	Illustration: Creating Graphic Novels	3
VCOM 423	Illustration: Children's Book Illustration	3
VCOM 424	Animation 1	3
VCOM 425	Illustration: Persuasion & Propaganda	3
VCOM 427	Illustration: Narrative and Editorial	3
VCOM 486	Senior Thesis I	2
VCOM 487	Senior Thesis II	2
VCOM 501	Visual Communication Seminar III	1
VCOM 578	Prof. Portfolio	3
Cognate Requirements		**12**

WRIT 465	Prep. Oral & Written Reports	3
BADM 180 or FINC 211	Contemporary Business Issues, Personal Finance	3**
VCOM, ARTS, DIFD, approved VCOM electives		3
Any appropriate course related in art or design history		3
Electives		**0-2**
Total		**120**

Interior Design Concentration *(All DESF and INDS courses require a C or better)*		**80**
DESF 113	Spatial Analysis and 3D Thinking	3
INDS 101	Interior Design Fundamentals	1
INDS 172	Interior Design & Architecture History I	3
INDS 213	Spatial Analysis and Theory I	3
INDS 223	Presentation Techniques I	3
INDS 225	CAD for Interior Design	3
INDS 238	Textiles and Materials	3
INDS 272	Int Des & Architecture History II	3
INDS 326	Intro to Building Systems	3
INDS 329	Int Des Contract Documents	3
INDS 331	Lighting Design	3
INDS 336	Codes and Standards	3
INDS 353	Interior Design Studio I	3
INDS 357	Interior Design Studio II	3
INDS 425	Adv Comp Apps for Interior Design	3
INDS 429	Professional Practices for Interior Design	3
INDS 453	Interior Design Studio III	3
INDS 457	Interior Design Studio IV	3
INDS 485	Portfolio Preparation	1
INDS 487	Senior Thesis Preparation	3
INDS 488	Senior Thesis	3

WRIT 465	Preparation of Oral & Written Reports	3
Electives	Courses above 300	**5-11**
Total		**120**

*DESF and INDS courses may not be taken on the S/U basis.

All INDS courses required for the degree require a minimum final course grade of "C" or better. INDS majors are also required to complete at least one professional experience between sophomore year and graduation.