

NEW PROGRAM PROPOSAL FORM

Name of Institution: Winthrop University

Name of Program (include degree designation and all concentrations, options, or tracks): Bachelor of Arts in Game Design

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
- ☒ No

Proposed Date of Implementation: August 2025 for Fall 2025 semester

CIP Code: 50.0411 (Game and Interactive Media Design)

Delivery Site(s): Winthrop University, Rock Hill, SC (**51801**)

Delivery Mode:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

Program Contact Information (name, title, telephone number, and email address):

- College of Visual and Performing Arts, Dean Karen Oremus
 - 803-323-2653
 - oremusk@winthrop.edu
- Department of Design, Chairperson Jason Tselentis
 - 803-323-4565
 - tselentisj@winthrop.edu
- Department of Design, Assoc. Professor of Game Design Dr. Brad Young
 - 803-323-3686
 - youngb@winthrop.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Game Design Interdisciplinary Task Force proposal:	October 30, 2024
Department of Design Approval:	November 7, 2024
College of Visual and Performing Arts Curriculum Committee approval:	December 12, 2024
College of Visual and Performing Arts Faculty Assembly approval:	January 17, 2025
College of Visual and Performing Arts Dean approval:	January 18, 2025
Committee on University Curriculum approval:	February 7, 2025
Academic Council approval:	February 14, 2025
Faculty Conference approval:	February 28, 2025
Provost approval:	February 20, 2025
President approval:	February 21, 2025
Board of Trustees approval:	February 26, 2025

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The College of Visual and Performing Arts (Department of Design) proposes the Bachelor of Arts (B.A.) in Game Design, an interdisciplinary degree in which students gain competencies from courses among various colleges at Winthrop University. The Dept. of Design has collaborated with other departments across campus, to develop a well-rounded and interdisciplinary degree. Students learn the fundamentals and principles that factor into game design, including but not limited to world building, character design, programming and development, art history, storytelling and writing, movement and interactivity, user experience, and sound and music design. The program is being proposed as a bachelor of arts program as the BA has greater scope/flexibility than a typical bachelor of science program. In addition to covering concept and look & feel, Game Design students learn about development and execution with Gaming Engines, Behavioral Scripting/Coding, and also Game Mechanics. This degree is a contemporary, future-driven, and interdisciplinary approach that integrates design thinking, making, processes, and methodologies with technology and programming, entrepreneurship along with business strategies and management.

Over the past several years, Winthrop has built a nationally recognized and National Champion level program in E-Sports. Our program at the varsity level has won 4 national championships, our program director has won the Director of the Year award and is in the running for this award again this year. Our E-Sports Academy teams (JV) swept the Big South Conference Championships winning all 4 game events. Our program also includes student managers, student media specialists and streaming production specialists. Since Winthrop is already known across the nation as a successful E-Sports program, we also catch the attention of prospective students interested in the Gaming industry. This program will be attractive to those prospective students.

The interdisciplinary degree requires our Design Foundations (DESF) courses, plus Studio Areas within Visual Communication Design (VCOM, Game Design). Additional subject areas (or courses which we call “selectives”) both within and outside the design disciplines include interdisciplinary studio, video, computer science, audio design, engineering, and creative writing, among others. This degree shapes students into practicing, professional designers with a strong understanding of the broad and deep needs of the game design field, connecting them to media, team-based practices, industry-standard tools, their communities, and culture.

Selectives: Flexible Pathways with Coherent Cognate Structure

The Game Design curriculum includes a structured series of **Selectives**—menus of approved courses grouped into three distinct cognate areas:

- **Narrative & Mechanics,**
- **Game Design,** and

- **User Experience & Interactivity.**

These *Selectives* offer students the opportunity to shape their educational path based on their interests and career goals while ensuring a coherent learning progression within each cognate area. Each group is carefully curated to maintain academic rigor and disciplinary relevance.

This design achieves two critical goals:

1. **Flexibility** – Students are empowered to explore subfields and tailor their expertise without being confined to a rigid sequence.
2. **Cohesion** – Courses within each menu are aligned to shared learning outcomes and disciplinary principles, ensuring depth of understanding and thematic consistency.

By allowing for elective choice within defined academic parameters, the program aligns with the **liberal arts ethos** of the BA degree while maintaining the **disciplinary integrity** required for professional readiness and graduate study.

The program is committed to graduating students with the skills, knowledge, and resources they need to be successful working artists, designers and creatives. Students acquire the common body of knowledge and skills through foundation coursework and continuing growth as an art/design professional. This begins freshman year as students are introduced to a variety of professional perspectives and practices and continues through senior year. Visiting artists, hands-on research, field trips and field study projects, special events, service learning, and exhibitions with interactive components all aim to give students an understanding of the professional game design world, whether it be graduate studies, working as professional designers, or working in galleries, schools, or design agencies. It is anticipated that additional opportunities to actively participate in professional associations (International Game Developers Association [IGDA], Digital Games Research Association [DiGRA]), conferences, and international study abroad trips will be a feature of the program.

Assessment of Need

Provide an assessment of the need for the program 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.¹ 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.² 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>

Advisory Board: An Advisory Board will be established upon program approval and will draw from existing partnerships and with Regional Schools and Community Colleges (eg. Governors School, Western Piedmont, York Technical), software & hardware companies and suppliers such as Autodesk, Unity, Epic, and Emotiv. Additionally, we have already been in touch with organizations such as IGDA (International Game Developers Association), DiGRA (Digital Games Research Association), inter alia. These partnerships have formed through collaborative professional as well as academic activities.

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. We have also submitted a research funding proposal to the South Carolina Research Authority entitled “Real-Time EEG Cognitive Performance Training in Competitive Gaming” which is working with Winthrop’s eSports team and industry hardware/software providers Emotiv, Tobii, and Unity.

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.

Graduates who receive this degree will have obtained the competencies, knowledge, and skills to be successful, working designers who shape the look and feel of not only games, but also instructional and experiential platforms with gaming modalities, as well as *edutainment*.³ This degree’s framework, design foundations (DESF) coupled with game design courses (VCOM) and its *selectives* are intended to appeal to a new generation of students who are curious, critical thinkers with an interest in broadly working across various disciplines. The degree does this on its own, and when coupled with the minor, it provides a set of highly customizable, interdisciplinary offerings focused around key conceptual areas.

¹ <https://www.epicgames.com/site/en-US/careers>

² <https://careers.duolingo.com/about> (entertainment, video games with an educational aspect)

³ entertainment, video games with an educational aspect, see *Duolingo* or the Google’s *Socratic*

As with all BA degrees at Winthrop University, students in the BA in Game Design are required to complete a minor, which include, but are not limited to, those below. The minor could shape their career trajectory in some of the following ways:

- BA in game design, minor in Spanish, to make them a prime candidate for working at Duolingo, creator of the edutainment software for language education;
- BA in game design, minor in music technology, for a student who wants to work in audio design or engineering, or perhaps app development for education or entertainment and audio;
- BA in game design, minor in game development (coding, programming), for the student who wants to develop games, engineering how they function through code;
- BA in game design, minor in illustration, for the student who wishes to build worlds, characters, and visual narratives, the look and feel.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Winthrop University's Department of Design has articulation agreements 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.

Employment Opportunities

The BA in Game Design leads to careers in game design, testing, development, and production. These roles are found in many sectors. While most think directly of video games and entertainment, graduates from this program can also work in education, corporate training or other fields where interactive technologies are used. A good example of this is Duolingo where the learning occurs in a game-like application. While game design or development is not currently on the priority occupations list for South Carolina, jobs in this field are expected to grow across the nation and region.

Occupation	State		National		Data
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	Type and Source
Game Designer	35 ⁴	8% ⁵	76,400 ⁶	6%	SCWorks, BLS
Game Tester ⁷	67	4%	1,897,100	17%	SCWorks, BLS
Video Game Production	10	10%	222,600	4%	SCWorks, BLS
Video Game Sound Producer	4	7%	146,100	17%	SCWorks, BLS
Video Game Engineer	137	8%	139,400	22%	SCWorks, BLS

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

EMPLOYMENT: Work exists in **art, animation, production**, 200+ job openings alone 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.

- 44 positions when searching 2025 March 11 at
 - <https://www.epicgames.com/site/en-US/careers/jobs?department=Audio%20%26%20Design&page=1>
- 70 positions when searching 2025 March 11 at
 - <https://www.epicgames.com/site/en-US/careers/jobs?department=Art%20%26%20Animation&page=1>
- 51 positions when searching 2025 March 11 at
 - <https://www.epicgames.com/site/en-US/careers/jobs?department=Product%20Management%2BProduct%20Operations%2BProduction&page=1>
- 30 positions when searching 2025 March 11 at

⁴ <https://scworks.org/> [2025 March]

⁵ based on anecdotal evidence, and interviewing alumni 2–5 years after graduating, approx. 30–50% of students will find employment within the specific field of their study

⁶ <https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm#tab-6> (accessed 2025 March)

⁷ handheld, console, and also Augmented Reality (AR) and Virtual Reality (VR) games

- o <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>

Description of the Program

Description of the Program, Students Projected to be in Game Design

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
24–25	12	12	13	13	0	13
25–26	16	29	5	34	4	38
26–27	18	56	6	62	5	67
27–28	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 and October 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.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☐ Yes

☒ No

Curriculum

In the 2023-24 academic year Winthrop developed a concentration in Game Design for the Bachelor of Design in Design program. Several courses in game design and development were created as a part of the new concentration. Also, the Department of Computing and Information Sciences developed a Minor in Game Development for students interested in the programming side of game development.

During Spring 2024, Winthrop’s Academic Leadership identified a BA in Game Design as a priority for program development, given student interest, retention, and job opportunities: 24% of current students in Design said they'd be interested and 27% said they'd be very interested in a game design degree. Anecdotally, during Open House and other recruiting events, design has had approximately 25% of prospective students ask about game design. Job growth in the region, especially at Epic Games in N. Carolina, pointed to increased opportunities for employment. During the Fall Semester 2024, a steering committee was formed with faculty from the Department of Design, plus department chairs and faculty from colleges across campus. The steering committee identified classes that best fit the degree, to build around the required Design Foundations, Game Design, and World Building and Character Design courses.

New Courses

List and provide course descriptions for new courses.

No new courses were used in the development of this degree program. All courses are part of the existing Bachelor of Design program or offered across campus by the various departments.

The full catalog copy is included as appendix A.

Total Credit Hours Required: 120–121

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ACAD 101 Principles of the Learning Academy	1	HMPX 102 The Human Experience: Who Am I?	3		
WRIT 101 Composition: Intro. to Academic Discipline	3	ARTH 176 Intro to Art History from the Renaissance to the Present	3		
VCOM 101 Visual Communication Seminar	1	VCOM 151 Design Fundamentals	3		
DESF 120 Design Drawing	3	DESF 154 Design and Color	3		
DESF 161 Intro. to Computer Imaging	3	VCOM 162 Game Graphics	3		
ARTH 175 Intro to Art History, Prehistory to Middle Ages	3				
PESH ___ Physical Activity Course	1				
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
CRTW 201 Critical Reading, Thinking and Writing	3	Natural Science lecture & lab, e.g. BIOL 150/151 or GEOL	4		
PSYCH 101 General Psychology	3	Social Science course, e.g. PSYC 101 or SOCL	3		
VCOM 262 Intro to Web	3	Narrative/Mechanics "Selective" 1 of 3	3		
Game Design "Selective" 1 of 3	3	User Experience & Interactivity "Selective" 1 of 3	3		
MINOR Appropriate Course	3	MINOR Appropriate Course	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Quantitative Skills course, e.g. MATH	3	Science or Math, e.g. PHYS 253	3		
Humanities & Arts course, e.g. VPAS 115	3	Humanities & Arts course, e.g. MUST 298	3		
Game Design "Selective" 2 of 3	3	User Experience & Interactivity "Selective" 2 of 3	3		
Narrative/Mechanics "Selective" 2 of 3	3	VCOM 362 Beginning Game Design	3		
MINOR Appropriate Course	3	MINOR Appropriate Course	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Founding Documents & Social Science*	3	Narrative/Mechanics "Selective" 3 of 3	3		
Oral Communication	3	User Experience & Interactivity "Selective" 3 of 3	3		
VCOM 462 Intermediate Game Design	3	Elective above 299	3		
Game Design "Selective" 3 of 3	3	Elective above 299	3		
MINOR Appropriate Course	3	VCOM 562 Advanced Game Design	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

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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	120	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	120	Bob Jones University Graphic Design, BFA Bob Jones University (bjv.edu)	Digital offerings are similar, with some foundations similar to ours	Digital-based, but across print and other media for output; no game design nor game art offerings
BS, Anderson University	120	Anderson University https://andersonuniversity.edu/program/bachelor-of-science-bs-coding-game-development/	In name, Anderson’s degree looks very similar and prepares students for game design careers.	Anderson, which mentions development (aka, programming) multiple times in their overview of the degree, leans more towards the computer science areas of the game creation work.

Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Full-time, Asst. Professor	DESF120 Design Drawing DESF154 Design and Color VCOM320 Creature Design VCOM324 World Building VCOM326 Character Design VCOM424 Animation 1	Winthrop University, BFA Clemson University, MFA, Master of Fine Arts- Digital Production Arts- Clemson University	
Full-time, Assoc. Professor	DESF154 Design and Color DESF161 Introduction to Computer Imaging VCOM151 Design Fundamentals	Miami University–Ohio BFA Kent State University MFA, Master of Fine Arts- Graphic Design and Illustration- Kent State University	
Full-time, Instructor	DESF120 Design Drawing DESF154 Design and Color DESF161 Introduction to Computer Imaging VCOM151 Design Fundamentals	Winthrop University BFA Clemson University MFA, Master of Fine Arts- Visual Arts- Clemson University	
Full-time, Asst. Professor	DESF101 Design Process, Methods & Mindsets DESF113 Spatial Analysis and 3D Thinking DESF120 Design Drawing	Georgia Southern BS Queens Univ. MA, Interior Architecture, Master of Arts- Interior Architecture and Design- Queens University	
	DESF120 Design Drawing DESF154 Design and Color	Univ. of NC-Charlotte BFA Univ. of Hartford MFA, Master of Fine Arts-	

Full-time, Asst. Professor	VCOM320 Creature Design VCOM324 World Building VCOM326 Character Design VCOM424 Animation 1	Illustration- Uni of Hartford	
Full-time, Professor, Chairperson	VCOM101 Visual Communications Seminar VCOM151 Design Fundamentals DESF161 Introduction to Computer Imaging VCOM262 Intro to Web VCOM322 UX, User Experience VCOM363 Multimedia 1	Univ. of Nebraska–Lincoln BFA Univ. of Washington–Seattle MFA, Visual Communication Design	
Full-time Assoc. Professor	VCOM101 Visual Communications Seminar VCOM262 Intro to Web VCOM322 UX, User Experience VCOM362 Beginning Game Design VCOM363 Multimedia 1 VCOM463 Motion Graphics 2 VCOM462 Intermediate Game Design VCOM562 Advanced Game Design	Griffith University PhD, MEd, Bed Juris Doctor- Business and Law- Uni of S. Queensland 2013, PhD- Educational Technology- Griffith Uni 2005	25 years of experience in educational technology, game design, interactive media, with expertise in user experience design and interactive production workflows/pipelines.

Total FTE needed to support the proposed program:

- Faculty: 2.5
- Staff: 0.2
- Administration: 0.5

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

- Existing full-time faculty already on staff are equipped to cover this program.
- Our current Department Admin. is knowledgeable of our resources, and able to assist on a case by case basis.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

As the primary provider of scholarly information for the Winthrop University community, the Ida Jane Dacus Library is an integral part of Winthrop's instructional program. Through its collections, reference services, information literacy classes, and outreach programs, the library enables university faculty, students, and staff to achieve their research and curricular goals.

The library is staffed by 5 professional librarians, 7 paraprofessionals/library technical assistants, and several student employees. During the fall and spring semesters the library hours are as follows:

Monday – Wednesday	8:30 a.m. – 9:00 p.m.
Thursday	8:30 a.m. – 8:00 p.m.
Friday	8:30 a.m. – 5:00 p.m.
Saturday	Closed
Sunday	3:00 p.m. – 9:00 p.m.

A variety of library spaces – including group and individual study rooms, tables, and carrels – are available. There are 62 personal computers on the main, lower, and upper levels, and 8 Apple Macintosh computers on the main level. Twelve individual study carrels also have computers, and the Wi-Fi network enables those with laptops to set up study space throughout the building. Black-and-white and color printing is available, as well as two flatbed scanners.

The [Dacus Library website](#) provides the Winthrop community with information about the library's services, programs, collections, spaces, hours of operation, and contact information. One-on-one reference instruction and consultation is available during hours of operation either in-person, or via chat, text, phone, email, or in a virtual space such as Zoom or Microsoft Teams. Researchers can drop in or make an appointment to meet with a librarian through the Book-a-Librarian service. Instructional faculty have the option to request in-class information literacy sessions. These sessions, whether on campus and in-person or virtual, are conducted by librarians and are tailored to meet the needs of each individual class.

The library's online catalog, OneSearch, is also available via the website and is the gateway to the resources available in the library's collections. Dacus Library is a member of PASCAL (Partnership Among South Carolina Academic Libraries), a consortium of over 50 academic libraries in South Carolina. The online catalog is shared among PASCAL libraries, enabling patrons to find resources not only in Dacus but also in other members' collections. Links in the catalog records provide direct access to electronic books and articles. Physical materials in the circulation collections can be borrowed for

the semester. Patrons who are unable to visit the library can request delivery of physical books through FedEx and email delivery of scanned chapters or articles. Winthrop students can expand their access to library resources through PASCAL's visiting patron service: with a valid Winthrop ID, currently enrolled students are able to visit any PASCAL library and borrow materials directly. Through PASCAL's Pick Up Anywhere and Return Anywhere services, students may return library materials to any participating PASCAL library.

A portion of the library's annual budget is allocated to the Department of Design for the purpose of purchasing books and instructional materials. The departments select a person to serve in the capacity of departmental liaison. The liaison's responsibility is to monitor departmental expenditures and to make sure the teaching and research needs of the university are supported. Departmental faculty are encouraged to submit requests for needed materials.

Dacus Library has holdings that support all Winthrop academic programs, including the BA in Game Design. Overall monograph holdings across various access platforms include nearly 300,000 unique print titles and 769,599 electronic books. An additional 454,998 e-books are available through PASCAL-managed collections. Dacus has 2,226 serial titles in its physical collection, and access to 126,582 in electronic format. Additional series in PASCAL-managed collections total 88,959.

Winthrop students have access to over 204 electronic databases/collections (including those provided by the South Carolina State Library through the SCDiscus program) containing resources in a variety of formats (monographs, journals, newspapers, streaming videos, etc.). Dacus uses the OpenAthens authentication system, which allows Winthrop students to access electronic subscription resources from anywhere they have Internet access.

A subject search in the library's online catalog for [\(\(gaming\) OR \("game design"\)\)](#) yields 52,376 results, including 418 books and 16 journals. Books, book chapters, and articles that are not available in Dacus Library holdings or subscriptions can be borrowed from another library via PASCAL Delivers or Interlibrary Loan. Both Interlibrary Loan and PASCAL Delivers are cooperative services between libraries that allow Winthrop faculty, students, and staff to obtain materials NOT available from Dacus.

PASCAL Delivers is a rapid book-delivery service managed by the PASCAL consortium that enables resource sharing among member libraries. Students and faculty/staff can discover and request library materials that are not available at Dacus from participating PASCAL libraries. Digitized materials – such as book chapters or journal articles – are sent to requesters electronically and physical materials are mailed to Dacus. Borrowed materials can be mailed to off-campus patrons upon request. Students in South Carolina have the option of going to a PASCAL library near them to pick up materials.

Dacus participates in OCLC – an international catalog that includes libraries from around the world. Interlibrary Loan through OCLC is available for books and articles that are not in the Dacus or PASCAL collections. Like PASCAL Delivers, materials will be sent to Dacus. Requesters can pick up the items or request mail delivery. Digitized materials such as book chapters or articles are sent electronically.

The Department of Design's Visual Resource Center (RVRC) Design Library, located in our Art+Design Rutledge Building, provides additional access to reference materials in relevant disciplines including film studies, cultural studies, history of technology, communication theory, cognitive psychology, human factors, computer science, and business.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

- No new services, nor new full-timers are required at this time.
- With a total of 9 full-time faculty members, we have two in illustration, one in game design, and the department chair who can advise across all disciplines. Our Assoc. Professor of Game Design, Dr. Brad Young, will lead advising efforts in cooperation with the Dept. Chair, Professor Jason Tselentis. Two illustration subject matter experts, Asst. Professors John Hairston and Chris Doehling, both have industry experience in character design, world building, animation, creature design, and concept art. Additionally, Student Services Advisor Anna Fredericks will assist with any and all student support needs. In all, there are a total of 5 full-time individuals who will advise students.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

- The current library, computer labs, and learning resources are above adequate for the needs of the proposed program, the Department may purchase additional books, using course fee reserves to do so.

Equipment

Identify new instructional equipment needed for the proposed program.

- Current equipment is above satisfactory, and has recently been upgraded. Our Rutledge 221 computer lab has new, industry-standard equipment.
 - 18 student-use Dell 7875 towers (64gb RAM and 1tb storage, high-end AMD Ryzen processor), each with its own XL Dell 32-inch (31.5) high-def display, outfitted with:
 - Adobe Creative Suite (including After Effects and professional plugins)
 - Unity (6, 2022, 2021), Unreal Engine (5.4, 5.5), TwinMotion, RealityCapture
 - Autodesk Maya, Flame, 3DS Max, AutoCAD, Revit
 - Blender (open-source, widely used by students)
 - Instructor's teaching podium mirrors tech above
- Enrolled students have regular access to the photo/video/audio/ computer lab(s), user-interface testing lab, as well as the College of Visual and Performing Arts' CreatorSpace for both instruction and independent work.
- Spaces are supervised by studio monitors, staff, or faculty, all of whom allow students time for their creative work. Additionally, facilities exist within the College of Visual and Performing Arts, across the Department of Design, Department of Fine Arts, Department of Music, and Department of Theatre and Dance, where students can utilize equipment such as the Music Technology Lab, Theatre/Stage Design CAD Lab, and Art History VR Lab.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐ Yes

☒ No

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	210,075	210,075	333,462	543,537	463,245	1,006,782	490,410	1,496,922	89,388	1,586,310	1,586,310	4,843,626
Program-Specific Fees	2400	2400	3400	5800	5400	11,200	5800	17,000	2000	19,000	16,600	55,400
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	212,475	212,475	336,862	549,337	468,645	1,017,982	495,940	1,496,922	91,388	1,605,310	1,602,910	4,899,026
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries												
Facilities, Equipment, Supplies, and Materials	18,000	18,000		18,000		18,000		18,000		18,000		90,000
Library Resources												
Inst. Overhead	84,030	84,030	133,385	217,415	185,298	402,713	196,056	598,769	35,755	634,524	635,524	1,937,450
Total	102,030	102,030	133,385	235,415	185,298	420,713	196,056	616,769	35,755	652,524	634,524	2,027,450
Net Total (Sources of Financing Minus Estimated Costs)	110,445	110,445	203,477	313,922	283,347	597,269	299,884	897,153	55,633	952,786	968,386	2,871,576

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Tuition revenue is based on the current full-time, in-state tuition rate (\$6,999 per semester), and an estimate of \$2,700 per summer for summer courses. The enrollment used is the anticipated enrollment in the table on page 8. Course fees are estimated at \$200 per year, per student

No new faculty are currently needed for this program.

Estimated costs for software licenses and hardware purchases are included in the supplies line.

- Breaking some of the costs out:
- \$2,700 for Autodesk Media and Entertainment tools,
- \$4,950 for Unity Industry license, each on an annual basis
- goal also, is to secure \$13,811 for Emotiv data measuring and analytics tools for software and application research and testing.

Institutional Overhead is calculated at 40% of the net tuition revenue and represents the amount used for institutional operations, student services, utilities, and maintenance, among other institutional costs.

The new column represents the new students for that academic year and total is all students in the program as it grows.

Evaluation and Assessment

Upon graduation, students 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, DESF120 (design drawing), VCOM262 (intro. to web design), and VCOM562 (advanced game design).

- DESF120, required foundations drawing for all majors, including game design
- VCOM262, required web design class, layout and research, required for all visual design students
- VCOM562 advanced game design, final leg of research, development, design

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
A degree for students who wish to pursue the visual arts as a profession or for the student wishing to pursue graduate study. This interdisciplinary degree 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."	<p>DESF120; Students use visual research and design thinking to create effective visual solutions with original voice, solving each drawing problem in a unique way. A student who demonstrates a 4 has good insight into the needs of the audience, context, and project goals.</p> <p>DESF120; Students create prototypes, aka "rough drawings, sketches" 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.</p> <p>DESF120; present idea(s), effectively communicating its uses and benefits; at least 80% of students will attain a rating of 4 (Good) or above.</p>
Use ideation (prototype drawings or digital sketches) layout and composition, digital imaging, design thinking, and color & design.	Students use elements and principles of design to create a functional and appropriate web design.	VCOM262; students synthesize the elements and principles used from DESF154, DESF161, and VCOM151, to create unified, appropriate, human-centered web designs and

		layouts; 50% or more achieve a score of satisfactory or higher.
	Student uses an appropriate and understandable concept, aka message or theme or goal	VCOM262 , 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	VCOM262 ; students present their work to their peers, and the instructor, 50% or more of class will achieve a rating of satisfactory or above.
	Student effectively communicates their concept, sharing their idea with others	VCOM562 ; all students are required to participate in multiple oral presentations to their peer group, instructor, as well as guests who are at times off-campus visitors, or frequently on-campus faculty and/or staff; informal research is used, with use-testing among students and peer groups, 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	VCOM562 : <i>culminating project, synthesis of concepts, elements and principles, learned from prior courses</i> , 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.

The EDUCATE pillar of the University's strategic plan, *Winthrop: United in Excellence*, supports the assessment of academic programs; specifically by "advancing comprehensive student intellectual development" and through "innovate forward-looking academic programs." 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 Outcome Assessment

Each academic program, within Winthrop University's five 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.

Academic Program Review

In addition to annual program Assessment Reports, all academic programs are required to conduct an Academic Program Review (APR) on a regular cycle, generally every five to seven years. APRs are conducted as an institutional review for non-accredited programs or as a professional accreditation review for specific disciplines. The purpose of the Academic Program Review is to ensure that Winthrop University preserves its reputation for offering national-caliber academic programs consistent with emerging best practices and to affirm program priorities are aligned with and support achievement of Winthrop University's mission and strategic priorities. The review process provides the program with quantitative and qualitative analyses for demonstrating accountability and institutional effectiveness. Results are used to enhance program quality and inform resource allocations.

Employment Tracking

Due to the relationships developed between program faculty and students, employment plans and career opportunities are common discussion topics, particularly as students approach graduation. Faculty are also aware of students' post-graduation employment via social media. Additionally, Winthrop University administers an annual Graduating Senior Survey and a biannual Alumni Survey. These surveys provide data on where our students are employed and the type of positions held.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

■ Yes: NASAD (National Association of Schools of Art and Design) proposal sent March 2025, currently under review with pending acceptance, will receive notice August–September 2025

☐ No

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

☐ Yes

■ No

NA Explain how the program will prepare students for this licensure or certification.

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.

☐ Yes

■ No

Appendix A – Bachelor of Arts in Game Design catalog copy

Requirements		SEMESTER HOURS
ACAD 101	Principles of the Learning Academy	1
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101	Composition	3
HMPX 102	Human Experience	3
CRTW 201	Critical Reading, Thinking & Writing	3
Oral Communication	See approved list	3
Technology	Met in major with DESF 161	0
Intensive Writing	See approved list	3
Constitution	See approved list (may be met by another requirement)	0-3
Physical Activity	See approved list	1
Thinking Critically Across Disciplines		
Global Perspectives	Met in Major with ARTH 175	0
Historical Perspectives	Met in Major with ARTH 176	0
Introducing Students to Broad Disciplinary Perspectives**		
Social Science	See approved list	3
PSYC 101	General Psychology	3
Humanities and Arts	See approved list	6
Quantitative Skills and Natural Sciences	(3 courses)	9-12
Quantitative Skills	See approved list	(3-8)
Natural Science	See approved list ; must include one lab science.	(3-8)

Requirements		SEMESTER HOURS
Subtotal		38-44
Required Courses in Major*		61-62
ARTH 175	Intro to Ancient and Medieval Art	3
ARTH 176	Intro to Art History from the Renaissance to the Present	3
VCOM 101	Visual Communication Seminar	1
DESF 120	Design Drawing	3
DESF 154	Design and Color	3
DESF 161	Introduction to Computer Imaging	3
VCOM 151	Design Fundamentals	3
VCOM 162	Game Graphics	3
VCOM 262	Intro to Web Design	3
VCOM 362	Beginning Game Design	3
VCOM 462	Intermediate Game Design	3
VCOM 562	Advanced Game Design	3
SELECTIVES	Select from Narrative & Mechanics	9
WRIT307	Fiction Writing	3
ENGL307	The Arthurian Tradition	3
MDST 300	Introduction to Medieval Studies	3
PHIL101	Introduction to Philosophy	3
PHIL220	Logic & Language	3
THRT 110	Introduction to Design for Theatre	3
THRT 115	Introduction to Production	3
THRT 210	Script Analysis	3
THRA 120	Acting I	3
THRT315	Playwriting	3
THRA261	Lighting	3

Requirements		SEMESTER HOURS
THRT312	Dress and Décor	3
THRA360	Scene Design	3
WRIT 366	Technical Communication	3
ARTH358	Islamic Art	3
ARTH382	Medieval Monsters	3
ARTH383X	Monsters, Heroes, and Mythology in Ancient Art	3
SELECTIVES	Select from Game Design	9
ARTS 102	3D Design	3
ARTS 120	Foundation Drawing	3
ARTS 206	2D Media Studies	3
ARTS 281	Digital Studio	3
ARTS 307	Introduction to Interdisciplinary Studio	3
ARTS 324	Introduction to Video	3
MUTC201	Foundations of Music Technology	3
MUTC202	Recording and Audio Production	3
MUTC301	Sound Synthesis & Signal Processing	3
MUTC302	Sound Design and Visual Media	3
DESF 113	Spatial Analysis and 3D Thinking	3
INDS 213	Spatial Analysis and Theory I	3
DESF 222	Visual Thinking and Symbolic Communication	3
VCOM 220	Illustration: Drawing the Figure	3
VCOM 320	Creature Design	3
VCOM 324	World Building	3
VCOM 326	Character Design	3
VCOM 424	Animation	3

Requirements		SEMESTER HOURS
SELECTIVES	Select from User Experience & Interactivity	9–10
ARTS 281	Digital Studio	3
CSCI 151	Overview of Computer Science	3
CSCI 207	Intro to Computer Science	4
CSCI 208	Introduction to Computer Science II	3
CSCI342	Overview of Game Development	3
CSCI346	Human-Computer Interaction	3
MATH 341	Statistical Methods	3
VCOM 322	User Experience (UX) Design	3
VCOM 363	Multimedia I	3
VCOM 463	Motion Graphics I	3
MINOR, from Recommendations or Student's Choice		15–18
	Game Development	
	Music Technology	
	Medieval Studies	
	Mass Communication and New Media	
	Film and Content Production	
	Global Arts and Visual Culture	
	Expanded Media	
	Theatre	
	Art History	
	Marketing	
	English	
	Writing	
Electives (above 299)		0–6
Total		120

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

****Due to accreditation requirements, the two-course rule is not in effect for the Gen Ed and major overlap in this area.**