



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Lindenwood University

Program Title: Game Design

Degree/Certificate: BA

Options: NA

Delivery Site(s): Online, St. Charles, MO

CIP Classification: 10.0304

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: 08/01/2017

Cooperative Partners: NA

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Marilyn S. Abbott, Provost and VPAA Marilyn Abbott 3/24/2017
Name/Title of Institutional Officer Signature Date

Joe Alsbrook, Dean of Arts, Media, and Communication 636-949-4164
Person to Contact for More Information Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	50	100	150	150	150
Part Time	10	10	15	20	20
Total	60	110	165	170	170

Please provide a rationale regarding how student enrollment projections were calculated:

The enrollment projections were calculated through a review of inquiries into related programs through our Enrollment Management Office and anecdotal evidence of students currently in related programs surveyed for their interest. Since Fall of 2015 there have been 205 inquiries into Graphic Design and 62 specifically into Digital Arts, including Game Design.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

The Game Design program, designed to enhance your ability to work in a game studio environment, is comprised of high-level game design and production courses that prepares students for the industry. Students cover key industry concepts ranging from aesthetics and immersion to usability and game economics -- in addition to foundational topics like storytelling and character development. Project and portfolio courses are threaded throughout the curriculum and are dedicated to providing a relevant and comprehensive curriculum. According to CareerOneStop, which is sponsored by the U.S. Department of Labor, Software Developers and Applications is ranked as number six of top occupations with the most openings. A third of the students currently majoring in Graphic Design and IMWD actually want to develop games, according to an advising poll. The online market is even more promising for recruitment.

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PROGRAM STRUCTURE

A. Total credits required for graduation: 120

B. Residency requirements, if any: NA

C. General education: Total credits: 42

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
ENGL 150000	3	Strategies for University Writing
ENGL 170000	3	Research and Argumentation
GE Math	3	
GE US History/ Government	3	
GE Social Science	3	
GE Natural Science w Lab	3	
GE Science Elective	3	
GE Science Elective	3	
GE Arts	3	
GE Literature	3	
GE Human Cultures Elective	3	
GE Human Cultures Elective	3	
GE Elective	3	
GE Elective	3	

D. Major requirements: Total credits: 54

Course Number	Credits	Course Title
COM 13600	3	Programming Logic
GAM 10000	3	Introduction to Game Design
COM 20200	3	Design with Photoshop
ART 32100	3	Concept Design
AMC 10100	3	Emerging Technologies
GAM 35800	3	Game Development I
COM 33600	3	3D Graphics
ARTH 37000	3	History of Games and Critical Theory
GAM 20000	3	Project and Portfolio I
GAM 30120	3	Focus in Design: Level Design
GAM 35900	3	Game Development II

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GAM 30000	3	Project and Portfolio II
ARTH 38400	3	Classical Myth
GAM 45000	3	Game Design Capstone
GAM 46500	3	Game Design Internship
GAM 35000	3	Project and Portfolio III
AMC 43000	3	Arts Entrepreneurship
GAM 33700	3	3D Animation

E. Free elective credits:

24

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

The Game Design Capstone and Internship requires the creation of a final game, as well as successful completion of a an internship in an actual game production studio.

G. Any unique features such as interdepartmental cooperation:

NA



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Lindenwood University
Program Name BA Game Design
Date 01/08/17

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

There are no special qualifications for this program, however, a portfolio can be submitted to the chair of Game Design for review and consideration for special placement or scholarships.

- Characteristics of a specific population to be served, if applicable.
The population to be served by the Game Design degree are individuals who are interested in exploring the history and application of creating video games. These individuals are interested in intermediate to advanced software skills and gaining the historical and contextual background and creative skills required to create characters, levels, and create their own games.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty will need to hold one of the following degrees to teach the degree: MS Game Production and Management, MFA Multimedia, MA Communications with an emphasis in multimedia, MA Media Literacy, PhD Art History, and BA/BFA with work experience.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
Full-time faculty will offer 50% of the course work required for the degree. Specialized adjuncts will advanced programming and design courses.
- Expectations for professional activities, special student contact, teaching/learning innovation.

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NA

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
150
- Percent of full time and part time enrollment by the end of five years.
75% full time and 25% part time.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
We anticipate 20 graduates three years after implementation and 35 graduates at five years after implementation.
- Special skills specific to the program.
Intermediate software knowledge of the Adobe Suite.
- Proportion of students who will achieve licensing, certification, or registration.
Though Adobe certification can be sought through the program, such certification is not required nor will it necessarily benefit students in their chosen fields.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
The university has recently revised its Institutional Learning Outcomes to support our institutional goals and has demonstrated commitment to meaningful assessment. This is the first year that data has begun to be gathered. Comparison of student achievement against national standards will be possible after a full four years of the new program that officially launches in the catalog of 2017-18. However, assessment data can be found since 2008-2009 archived here: <http://lindenwood.libguides.com/assessment>.
- Placement rates in related fields, in other fields, unemployed.
According to the Occupational Outlook Handbook, Multimedia Artists and Animators' job outlook is growing as fast as average at 6%, but according to CareerOneStop, which is sponsored by the U.S. Department of Labor, Software Developers and Applications is ranked as number six of top occupations with the most openings.

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- Transfer rates, continuous study.

Transfer rates for the degree cannot be measured at this time given the lack of data available and that this will be the only program in the region. Continuous study of student trends will be carried out by Academic Services, the School, and program.

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

The BA in Game Design is currently in process for approval with the Higher Learning Commission, Lindenwood University's accrediting agency. Along with the other programs in Art and Design in the School of Arts, Media, and Communications, the BA in Game Design will seek accreditation from the National Schools of Art and Design. The degree fulfills the requirements for Distance Learning as outlined in the 2016-17 NASAD Handbook found here: https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2015/11/NASAD_HANDBOOK_2016-17.pdf

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. The Office of Alumni Development surveys alumni annually and seeks a 90% satisfaction rate of recent graduates, and tracks those who have secured a position in their particular field within six months.
- Expected satisfaction rates for employers, including timing and method of surveys. The Office of Alumni Development, as well as individual programs in the School, survey employers annually and seeks a 90% satisfaction rate of recent graduates who are now employed.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.
The School has a number of programs that will be called upon to support the implementation of this program, including Art History, Graphic Design, Studio Art, and Interactive Media and Web Design. Seven individuals hold terminal degrees in these areas, while three others hold additional certifications and industry experience. Additionally, the courses offered will be digital versions of those designed for NASAD accreditation and, therefore, fulfill all national standards and expectations.

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