



Alabama Commission on Higher Education

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New Program Proposal

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

Submission Checklist:

- ☒ New Program Proposal
- ☒ Business Plan (<https://www.ache.edu/index.php/forms/>)
- ☒ Undergraduate or Graduate Curriculum Plan (<https://www.ache.edu/index.php/forms/>)

Primary Contact Information

Institution: Auburn University at Montgomery

Contact: Lei Wu, PhD

Title: Department Chair

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Program Information

Date of Proposal Submission: 3/13/2026

Award Level: Bachelor's Degree

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

Field of Study/Program Title: Animation and Game Design

CIP Code (6-digit): **11.0204**

Administration of the Program

Name of Dean: Douglas Leaman, PhD

Name of College/School: College of Sciences

Name of Chairperson: Lei Wu, PhD

Name of Department/Division: Computer Science & Computer Information Systems

Implementation Information

Proposed Program Implementation Date: 1/1/2027

Anticipated Date of Approval from Institutional Governing Board: 4/17/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 6/12/2026

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

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):



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I. Program Description

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

The proposed Bachelor of Arts in Animation and Game Design at Auburn University at Montgomery is an interdisciplinary undergraduate program designed to prepare students for careers and graduate study in digital animation, interactive media, and game development. The curriculum bridges traditional fine arts with technical computer science, integrating coursework in 3D modeling, character animation, game engine development, and narrative design. Emphasis is placed on collaborative, project-based learning and hands-on experience with industry-standard tools to meet the evolving demands of the regional and national creative economies. Graduates will be equipped with the artistic and technical proficiency required for innovation in the gaming, film, advertising, and simulation technology sectors.

B. Specific Rationale (Strengths) for the Program

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

1. **Demand and Career Relevance:** The program directly addresses the rapid expansion of the digital media, gaming, and animation industries. By integrating creative arts with technical proficiency, graduates are prepared for high-demand roles in game development, film production, and interactive media at both regional and national levels.
2. **Specialized Focus on "Serious Games" and Simulation:** Leveraging AUM's proximity to Maxwell Air Force Base and state agencies, the curriculum emphasizes the application of game engines for defense simulation, medical visualization, and industrial training. This unique focus prepares students for specialized high-stakes careers beyond traditional entertainment.
3. **Interdisciplinary, Portfolio-Driven Curriculum:** The program merges rigorous artistic foundations in 2D/3D design with technical competencies in real-time game engines and interactive scripting. This hands-on approach ensures students master industry-standard workflows—including Unreal Engine and Blender—to produce professional-grade portfolios and playable prototypes.
4. **Strategic Geographic and Academic Positioning:** As the only comprehensive program of its kind in Central Alabama, this degree fills a critical geographic void. It provides a localized four-year pathway that retains talent within the state, preventing the "brain drain" of students who would otherwise seek these specialized interdisciplinary degrees elsewhere.



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5. **Attractive Recruitment and Retention Potential:** Animation and Game Design are high-interest fields for prospective students. By offering a modern, project-centered learning environment, AUM can attract diverse, technologically driven students and maintain high retention through engaging, career-focused creative experiences.

C. External Support (Recommended)

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

None.

D. Student Learning Outcomes

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

1. Students will be able to demonstrate proficiency in fundamental principles of animation, game design, and interactive media, including visual storytelling, gameplay mechanics, and user experience design.
2. Students will be able to apply artistic, technical, and design skills using industry-standard tools and workflows to create concept art, 2D/3D animation assets, interactive experiences, and playable game prototypes.
3. Students will be able to integrate concepts from art, computer science, and design (such as modeling, visual development, scripting, physics, and real-time rendering) into functional and engaging digital projects.
4. Students will be able to analyze, design, and iterate interactive systems by applying problem-solving, critical thinking, and playtesting methodologies along with iterative sketching and visual refinement.
5. Students will demonstrate effective collaboration and communication skills by working in multidisciplinary teams to plan, design, and produce animation and game projects.
6. Students will be able to develop and present a professional-quality portfolio that demonstrates creative, technical, and conceptual competencies aligned with industry or graduate study expectations.
7. Students will be able to create character designs, environment concepts, and narrative worlds that demonstrate an understanding of worldbuilding, character function, and visual consistency for animation and game contexts.

E. Similar Programs at Other Alabama Public Institutions



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

Using the Alabama Commission on Higher Education Program Inventory (ACHE: https://data.ache.edu/ACHE_ProgInvSearch), we reviewed bachelor's level offerings under the same CIP code or closely related CIP codes to determine whether a comparable program already exists within Alabama's public institutions. Where a similar in-state program is identified, the table below provides a brief justification describing the proposed Bachelor of Arts in Animation and Game Design's distinct focus and need, particularly its integration of animation, game design, visual development, and computational production workflows within a single interdisciplinary curriculum.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Science	The University of Alabama in Huntsville (UAH) - Game Design	Alabama in Huntsville (UAH) A similar bachelor's level program exists at UAH under the same CIP code (500411). The proposed B.A. in Animation and Game Design at AUM is differentiated by its stronger emphasis on animation production, visual development, concept art, and character/environment design, alongside game and interactive media design, rather than a primary focus on game systems and technical implementation alone.
100304 (similar)	Bachelor of Fine Arts	The University of Alabama in Huntsville (UAH) - Digital Animation Concentration	This program emphasizes animation as a fine arts practice, focusing on digital animation techniques and studio-based production. The proposed Bachelor of Arts in Animation and Game Design at AUM is differentiated by its integration of animation, game design, interactive media, and computational production workflows, rather than animation alone.
100304 (similar)	Bachelor of Fine Arts	University of South Alabama - Animation Concentration	This program focuses primarily on animation within a traditional fine arts curriculum. In contrast, the proposed program at AUM combines animation production with game design, interactivity, and real-time media pipelines, offering a broader interdisciplinary preparation.
100304 (similar)	Bachelor of Fine Arts	University of North Alabama - Digital Media	This program provides broad exposure to digital media within a studio art framework. The proposed AUM program differs by offering a purpose-built curriculum centered specifically on animation and game design, with structured



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			pathways for interactive and production-oriented outcomes.
500102 (similar)	Bachelor of Fine Arts	The University of Alabama (Tuscaloosa) - Digital Media	This program provides broad exposure to digital media within a studio art framework. The proposed AUM program differs by offering a purpose-built curriculum centered specifically on animation and game design, with structured pathways for interactive and production-oriented outcomes.

Beyond Alabama, we extended the scan to other SREB states to identify comparable bachelor-level programs with the same or similar CIP codes and related titles (e.g., Animation, Gaming). This regional comparison provides additional context on how peer institutions structure similar curricula and supports the justification that the proposed program's integrated Bachelor of Arts in Animation and Game Design represents a distinct interdisciplinary program profile, rather than unnecessary duplication, through its integrated emphasis on animation, game design, visual development, and interactive media production. The findings are summarized state by state below.

Arkansas: <https://adhe.edu/students-parents/degree-information-and-approved-lists>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Science	Arkansas State University – Digital Technology and Design (Game Design Emphasis)	A bachelor-level program under the same CIP code exists. The proposed program at AUM is differentiated by its stronger emphasis on animation, visual development, and creative production pipelines, rather than a primarily technology- or design-management-oriented structure.

Delaware: <https://education.delaware.gov/families/college-career-life/college-scholarship-financial-aid/choose-your-path/approved-colleges-and-institutions/>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Arts	University of Delaware – Game Studies and Esports	A related bachelor-level program exists under the same CIP code. The proposed AUM program differs by emphasizing animation production, visual development, and interactive media creation, rather than game studies and esports as academic and cultural fields.

Florida: <https://prod.flbog.net/ords/f?p=136:2>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
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100304 (similar)	Bachelor of Arts	University of Central Florida – Digital Media (Game Design Track)	This program offers a game design track within a broader digital media degree. The proposed program at AUM is differentiated by a dedicated animation-and-game-design curriculum, rather than a track-based structure.
100304 (similar)	Bachelor of Arts	University of Florida - Digital Arts and Sciences	This program emphasizes digital arts and sciences broadly. The proposed program at AUM focuses more specifically on animation, game design, and interactive production workflows, providing a more targeted interdisciplinary pathway.

Georgia: <https://www.usg.edu/academic-program-finder>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Arts	Georgia State University – Game Design	A bachelor-level program under the same CIP code exists. The proposed AUM program differs by placing greater emphasis on animation production and visual development, alongside game design.
110101 (similar)	Bachelor of Science	Georgia Institute of Technology - Computational Media (Media-Games)	This program emphasizes computational media and systems design. The proposed program at AUM is differentiated by its stronger focus on creative animation and game production, rather than computation-first media studies.

Kentucky: <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
100304 (similar)	Bachelor of Arts/Bachelor of Science	University of Kentucky - Digital Media Design	This program focuses on digital media design broadly. The proposed AUM program is differentiated by its concentration on animation and game design as integrated creative practices.

Louisiana:

https://apps.regents.state.la.us/Reports/Report.aspx?reportPath=/CRIN/CRIN_EXPORT

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
110701 (similar)	Bachelor of Science	University of Louisiana at Lafayette - Computer Science (Video Game Design and Development)	This program emphasizes computer science-based game development. The proposed AUM program differs by integrating animation, visual development, and design-driven production, rather than a primarily programming-centered curriculum.

Maryland: https://mhec.maryland.gov/institutions_training/pages/heprograms.aspx



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CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Science	University of Baltimore - Simulation and Game Design	A bachelor-level program under the same CIP code exists. The proposed AUM program is differentiated by its stronger emphasis on animation, visual storytelling, and creative production, alongside game design.
100304 (similar)	Bachelor of Arts	University of Maryland - Immersive Media Design	This program emphasizes immersive media broadly. The proposed program at AUM focuses more specifically on animation and game design production pipelines.

Mississippi: <https://www.mississippi.edu/academic-affairs/academic-guidelines>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
N/A	Bachelor of Arts	None found	No bachelor-level programs matching CIP 500411 (or closely related CIP codes) were identified in the Mississippi Regents Inventory extract for related public institutions.

North Carolina: <https://www.northcarolina.edu/apps/programs/index.php>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
110701 (similar)	Bachelor of Science	North Carolina State University - Computer Science (Game Development Concentration)	This program offers game development as a concentration within computer science. The proposed AUM program is differentiated by its dedicated animation-and-game-design curriculum, rather than a CS concentration model.

Oklahoma: <https://okhighered.org/admin-fac/academic-reports/>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Arts/Bachelor of Fine Arts	Oklahoma City University - Game Design and Animation	A bachelor-level program under the same CIP code exists. The proposed AUM program is differentiated by its interdisciplinary BA structure integrating animation, game design, and interactive media, rather than a combined BA/BFA model.

South Carolina: <https://che.sc.gov/institutions-and-educators>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500102 (similar)	Bachelor of Arts	University of South Carolina - Media Arts (Game Design / Interactive Media)	This program emphasizes media arts with game and interactive components. The proposed AUM program is differentiated by its production-oriented animation and game design curriculum, with structured pipelines for asset creation and interactive media development.



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Tennessee: <https://www.tn.gov/thec/for-institutions/api.html>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
100304 (similar)	Bachelor of Science	East Tennessee State University - Digital Media (Animation, Visualization, Game Design)	This program combines multiple digital media areas. The proposed AUM program is differentiated by its explicit integration of animation and game design as the core disciplinary focus, rather than a multi-track digital media model.

Texas: <https://apps.highered.texas.gov/index.cfm>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Science	The University of Texas at Dallas - Animation and Games	A bachelor-level program under the same CIP code exists. The proposed AUM program is differentiated by its emphasis on visual development, animation production, and interdisciplinary creative workflows, rather than a primarily game-centric structure.
100304 (similar)	Bachelor of Science	Texas A&M University - Visualization	This program emphasizes visualization broadly. The proposed AUM program focuses specifically on animation and game design as creative production disciplines.

Virginia:

https://research.schev.edu/rdPage.aspx?rdReport=degreeinventory.DegreeInventory_SCHEV

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Fine Arts	George Mason University - Computer Game Design	A bachelor-level program under the same CIP code exists. The proposed AUM program differs by integrating animation, visual development, and game design within a single interdisciplinary BA structure rather than a BFA-only studio focus.
100304 (similar)	Bachelor of Fine Arts	Virginia Tech - Creative Technologies	This program emphasizes creative technologies broadly. The proposed program at AUM offers a more focused animation-and-game-design curriculum aligned with interactive media production.

West Virginia: <https://www.wvhepc.edu/resources/data-and-publication-center/degree-inventory/>

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
500411	Bachelor of Arts	West Virginia University (WVU) - Game Design and Interactive Media	A bachelor-level program under the same CIP code exists. The proposed AUM program is differentiated by its stronger emphasis on animation and visual development integrated with game design, rather than interactive media broadly defined.



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F. Relationship to Existing Programs within the Institution

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

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

The proposed B.A. in Animation and Game Design is associated with AUM's existing undergraduate offerings in Computer Science through shared foundational coursework, faculty expertise, and instructional resources. The program will leverage existing CS courses in programming, data structures, and real-time computing, alongside Fine Arts courses in digital foundations, drawing, and visual design. By integrating these elements, the program introduces a dedicated sequence in 3D modeling, animation, game development, and interactive narrative to create a distinct, interdisciplinary curricular pathway.

The proposed program is not intended to replace any existing degree program or concentration; instead, it complements current offerings by providing a standalone animation and game design curriculum aligned with emerging workforce needs and interdisciplinary applications. Course scheduling and advising will be coordinated to minimize overlap conflicts and to allow students to progress efficiently through both the shared foundational courses and the program-specific sequence.

G. Collaboration

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

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

H. Programmatic Accreditation

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

None

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

N/A

I. Professional Licensure



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

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

If **yes**, please explain:

Select the appropriate licensure body from the table below:

Choose an item.

Select the appropriate license from the table below:

Choose an item.

J. Professional Certification

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

If **yes**, please explain:

K. Admissions

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

Admission to the Bachelor of Arts in Animation and Game Design follows Auburn University at Montgomery's standard undergraduate admission policies, requiring a high school diploma or equivalent, official transcripts, and standardized test scores (ACT or SAT). While there are no additional mandatory prerequisites for entry, applicants may submit an optional digital portfolio demonstrating prior experience or interest in animation, game design, drawing, visual development, or interactive media. These submissions, which may include personal, academic, or exploratory projects, are utilized by faculty to assess the student's creative potential and provide appropriate academic placement and guidance. Because the portfolio is not a requirement for admission, the program maintains a non-competitive entry model that ensures students from diverse educational backgrounds have an equal opportunity to begin foundational studies in the field.



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L. Mode of Delivery

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

The Bachelor of Arts in Animation and Game Design will be delivered exclusively through a 100% in-person or 100% online or hybrid hands-on learning model with full access to Auburn University at Montgomery's high-performance computing labs and specialized media facilities. This face-to-face/online/hybrid format integrates foundational theory with intensive, project-driven laboratory sessions that require physical presence for technical hardware interaction, real-time animation rendering, and collaborative software development. By utilizing a combined in-person, online and hybrid approach, the program facilitates the iterative, faculty-guided instruction and team-based production workflows essential for mastering 3D modeling and game engine architecture. Currently, no program requirements can be completed through competency-based assessment, as the curriculum prioritizes the development of professional skills through synchronous, hands-on experience and direct technical mentorship.

Competency-Based Assessment:

The program does not use a fully competency-based assessment model; however, selected courses incorporate project-based and performance-based assessments aligned with industry standards.

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

Due to the intensive, hands-on learning in specialized media laboratories and the collaborative nature of the capstone production experiences with both face-to-face and online facilities, the degree can be completed 100% online. Physical presence is not mandatory for students to access high-performance rendering hardware and to engage in the real-time, team-based workflows essential for industry-standard game and animation development.

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

M. Instructional Site(s)

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

Instruction will primarily occur on the AUM campus, utilizing existing computer science laboratories, robotics labs, and instructional facilities. Online components will be delivered through AUM's approved learning management system, e.g., Canvas.

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

If **yes**, which sites?



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N. Industry Need

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

SOC 1 (**required**): 27-1014.00 Special Effects Artists and Animators

SOC 2 (optional): 15-1252.00 Software Developers

SOC 3 (optional): 27-1024.00 Graphic Designers

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

The proposed B.A. in Animation and Game Design directly responds to measurable and documented workforce demand in Alabama for professionals with expertise in digital content creation, animation, interactive media, game design, and software-driven creative production. Alabama's technology and creative sectors have experienced steady growth in recent years, supported by expanding technology enterprises and digital media activity in regional hubs such as Huntsville, Birmingham, and Mobile, as well as increasing demand for digital content across marketing, entertainment, simulation, and software industries [1]. This growth underscores the importance of a workforce skilled in animation, interactive simulation & game design, and creative digital production.

Creative and technology-driven industries that are central to Alabama's economy, including aerospace, defense, advanced manufacturing, education, and digital services, increasingly rely on animation, simulation, gamification, and interactive media for visualization, training, communication, and product development. Employers in these sectors seek graduates who can combine visual storytelling, design thinking, and interactive media production with software-based tools and workflows, supporting both creative and applied industry needs [2].

Statewide economic development and innovation organizations such as Innovate Alabama and the Economic Development Partnership of Alabama (EDPA) emphasize the growth of technology-enabled and creative industries as part of Alabama's long-term economic strategy. Investments in growth-stage technology companies and digital innovation initiatives reinforce the demand for graduates with creative technology, interactive media, and digital design skills, including animation and game-related competencies [3].

By emphasizing animation production, game design, visual development, interactive systems, industry-relevant software tools, and project-based capstone experiences, the proposed program prepares graduates to enter high-demand roles in digital media, interactive entertainment, and



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creative technology fields. This preparation supports both current workforce needs and the long-term economic competitiveness of Alabama's technology and creative sectors.

References:

- [1] Made in Alabama. (2026). Technology sector. [Online]. Available: <https://www.madeinalabama.com/sectors/technology/>
- [2] Alabama Department of Labor. (2025). Occupational employment and wage statistics. [Online]. Available: <https://www2.labor.alabama.gov/oes>
- [3] Innovate Alabama. (2025). Innovate Alabama invests in companies driving growth in Alabama's priority sectors. [Online]. Available: <https://innovatealabama.org/press/innovate-alabama-invests-in-13-companies-driving-growth-in-alabamas-priority-sectors>

O. Additional Education/Training

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

The program is designed to provide sufficient theoretical foundation and applied experience to support immediate workforce entry and graduate-level advancement. Graduates of the proposed B.A. in Animation and Game Design will be qualified for entry-level employment in the SOC occupations listed above without requiring additional formal education.

While no further education is required for entry-level roles, graduates may choose to pursue:

1. Employer-provided on-the-job training, particularly related to studio pipelines, proprietary software, or production workflows;
2. Industry certifications or professional development opportunities related to digital media, animation tools, game engines, or interactive design technologies;
3. Or graduate study in animation, game design, digital media, computer science, interactive media, or related fields.

P. Student Demand

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

The proposed program's applied and interdisciplinary focus, modern curriculum, and alignment with creative and technology-driven workforce needs position it to attract new students, retain existing students, and expand enrollment beyond current computing and digital media offerings. Projected student enrollment estimates included in the Business Plan (Lines 24-27) are based on multiple indicators of demonstrated and anticipated demand:



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1. Strong and sustained enrollment in related courses at AUM, including animation, digital modeling, interactive media, and computer science courses that support visual computing, game development, and creative production.
2. Growing regional and statewide demand for animation, game design, and interactive media skills, particularly in sectors such as defense, aerospace, education, digital marketing, simulation, and technology-enabled creative industries.
3. Recruitment potential from transfer students, dual-enrollment pathways, and students seeking interdisciplinary programs that combine creative design, animation, and interactive technologies rather than traditional single-discipline degrees.
4. Student advising conversations and informal interest indicators suggest increasing demand for applied, project-based programs with clear, creative, and professional pathways in animation and game-related fields.



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II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	5	3	8
	Part-Time Faculty	0		0
	Administration	1		1
	Support Staff	1		1
**New To Be Hired	Full-Time Faculty	0		0
	Part-Time Faculty	0		0
	Administration	0		0
	Support Staff	0		0
Personnel Total				

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

Auburn University at Montgomery has allocated 6 dedicated, full-time faculty members to ensure the curricular quality and integrity of the B.A. in Animation and Game Design. These faculty will utilize a strategic rotation model, alternating the courses from the major across the three academic semesters (Fall, Spring, and Summer) to provide consistent year-round coverage of program requirements. By coordinating their instructional loads, these faculties can maintain a high-quality hands-on mentorship while leveraging existing faculty from others departments for foundational coursework. This rotating faculty structure ensures that students have a clear, efficient pathway to graduation without compromising the rigor of technical instruction or program oversight.

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



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B. Proposed Faculty Roster*

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

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

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Yuxin Yan (FT)	-CSCI 1060 (Animation Storytelling and Concept Development), 3, UT -CSCI 2070 (2D Model Design, Animation Motion, and Simulation Techniques), 3, UT -CSCI 2090 (Precision Modeling and Hard Surface Design), 3, UT -CSCI 3030 (3D Mechanical Object Modeling and Motion), 3, UT -CSCI 3040 (Concept Art and Game Environment Development), 3, UT -CSCI 3150 (Advanced 3D Character Modeling: Sculpture and Cloth), 3, UT	M. F. A. in Design with a concentration in Digital Animation and Interactive Media (DAIM) from Ohio State University	Her academic background and professional experience brings courses focused on animation fundamentals, concept art, visual storytelling, worldbuilding, and game-oriented asset production.
Zhenlu Qin (FT)	-CSCI 2000 (Functional & Structural Programming), 4, UT -CSCI 3000 (Object-Oriented Programming), 4, UT -CSCI 3090 (3D Video Game Development), 3, UT -CSCI 2100 (Linux/Unix), 3, UT -CSCI 3170 (Machine Learning), 3, UT -CSCI 3180 (Deep Learning), 3, UT -CSCI 4350 (Networking), 3, UT	Ph.D. in Electrical and Computer Engineering, Newjegy Institute of Technology	He brings interdisciplinary expertise in programming, networking, AI into game development, real-time graphics, and VR applications, specifically applying software engineering principles to the fundamental steps of the game development lifecycle.
Hua Yan (FT)	-CSCI 2000 (Functional & Structural Programming), 4, UT -CSCI 3000 (Object-Oriented Programming), 4, UT -CSCI 3090 (3D Video Game Development), 3, UT -CSCI 4020 (Game-based Learning), 3, UT -CSCI 2100 (Linux/Unix), 3, UT -CSCI 2163 (Python), 4, UT -CSCI 2160 (Fundamentals of AI Computing), 3, UT CSCI 3703 (Database), 3, UT	M. S. in Computer Science from Concordia University, Currently pursuing Ph.D. in Computer Science and Software Engineering at Auburn University	She brings interdisciplinary expertise in programming, database, game-based learning and AI into game development, real-time graphics, and VR applications, specifically applying software development principles to the fundamental steps of the game development lifecycle.
Sheik Anik	-CSCI 3090 (3D Video Game Development), 3, UT -CSCI 4950 (STEM Senior Project), 3, UT -CSCI 4240 Internet of Things AI Cloud with Security, 3, UT -CSCI 4300 Intro. Operating Systems, 3, UT	Ph.D. in Computer Science, Virginia Polytechnic Institute and State University,	



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New Program Proposal

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Mauricio Yopez Martinez (FT)	-CSCI 3090 (3D Video Game Development), 3, UT -CSCI 3190 (AI Serious Game Interactive Animation Development), 3, UT -CSCI 4200 (Software Engineering), 3, UT -CSCI 4950 (STEM Senior Project), 3, UT -CSCI 4970 (Special Topic: Computer Animation), 3, UT	M. S. in Computer Science from Auburn University at Montgomery Currently pursuing a Ph.D. in Computer Science and Software Engineering at Auburn University, with research related to XR Development	He brings interdisciplinary expertise in game development, real-time graphics, and VR applications, specifically applying software engineering principles to the fundamental steps of the game development lifecycle. His instruction integrates technical aspects into mechanic design and level design, ensuring that students master systematic approaches to system architecture, interactive scripting, and performance optimization.
Nikhil Ghodke (FT)	-VISU 2702 (Digital Foundations), 3, UT -VISU 4712 (Motion Graphics), 3, UT	Master in Fine Arts in Computer Art from Savannah College of Art and Design	
Kyeongwon Kwon (FT)	-COMM 2100 Media & Culture	Ph.D. in Communication, Florida State University	
Yowei Kang	-COMM 2013 (Game & Interactive Media,) 3, UT -COMM 2303 (Video Production for Games & Animation), 3, UT	Ph.D. in Rhetoric and Composition Studies, The University of Texas at El Paso	
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)

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



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New Program Proposal

C. Equipment

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

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

D. Facilities

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

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

E. Assistantships/Fellowships

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

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

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

F. Library

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

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

G. Accreditation Expenses

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

None

H. Other Costs

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



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New Program Proposal

III. Program Revenue and Funding

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

Note: Tuition Revenue should be proportional to total enrollment.

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

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

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

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

1	ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
2	INSTITUTION:	Auburn University at Montgomery							
3	PROGRAM NAME:	Animation and Game Design Major					CIP CODE:	11.0204	
4	SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)							
5	ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
6		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
7	PERSONNEL SALARIES & BENEFITS								\$0
8	EQUIPMENT								\$0
9	FACILITIES								\$0
10	ASSISTANTSHIPS/FELLOWSHIPS								\$0
11	LIBRARY								\$0
12	ACCREDITATION								\$0
13	OTHER COSTS								\$0
14	TOTAL EXPENSES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	*NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT								
16		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
17	TUITION + FEES	\$114,201	\$420,350	\$538,720	\$604,630	\$604,630	\$604,630	\$604,630	\$3,491,791
18	EXTERNAL FUNDING								\$0
19	REALLOCATIONS								\$0
20	TOTAL REVENUES	\$114,201	\$420,350	\$538,720	\$604,630	\$604,630	\$604,630	\$604,630	\$3,491,791
21	ENROLLMENT PROJECTIONS								
22									
23		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
24	FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	27	37	45	45	45	45	40.67
25	PART-TIME ENROLLMENT HEADCOUNT								0.00
26	TOTAL ENROLLMENT HEADCOUNT		27	37	45	45	45	45	40.67
27	NEW ENROLLMENT HEADCOUNT		15	15	15	15	15	15	15.00
28	Validation of Enrollment			YES	YES	YES	YES	YES	
29	DEGREE COMPLETION PROJECTIONS								
30	Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.								
31		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
32	DEGREE COMPLETION PROJECTIONS	No data reporting	0	0	8	8	8	8	8.00

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

1. Overview	TRUE
2. Components	TRUE
3. Options (as required)	TRUE

1. Undergraduate Overview

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

Curriculum Overview of Proposed Program	
Credit hours required in General Education	44
Credit hours required in Program Courses & Required Electives	55
Credit hours in Program Options (concentrations/specializations/tracks)	0
Credit hours in Free Electives	18
Credit hours in required Capstone/Internship/Practicum	3
Total Credit Hours Required for Completion:	120

Maximum number of credits that can be transferred in from another institution and applied to the program:	90
Intended program duration in semesters for full-time students:	8
Intended program duration in semesters for part-time students:	16

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

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

	YES	NO
Does the program include any concentrations/ tracks/ options?	FALSE	TRUE

If **yes**, please explain (i.e., define):

2. Undergraduate Components

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

Insert Additional Rows as Needed				
Institution:	Auburn University at Montgomery			
Program Name:	Animation and Game Design			
Program Level:	UNDERGRADUATE (BACHELOR'S)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		44 minimum		
AUM GENERAL CORE		3		
UNIV 1000	University Success: Bridge	3		
AREA I		6		
ENGL 1010	English Composition I	3		
ENGL 1020	English Composition II	3		
AREA II		12		
ENGL 2530	Survey of English Literature I	3		
ENGL 2540	Survey of English Literature II			
ENGL 2570	Survey of American Literature I			
ENGL 2580	Survey of American Literature II			
ENGL 2600	Survey of World Literature I			
ENGL 2610	Survey of World Literature II			
ENGL 2670	Survey of African American Literature I			
ENGL 2680	Survey of African American Literature II			
AREA II	One mandatory Literature course. Students must complete a 6-hour sequence in either Literature or in History. If two Literature courses are taken in a sequence, then only one History course is required	3		
MUSI 2110	Music Appreciation	3		
THEA 2040	Theatre Appreciation			
VISU 1000	Introduction to the Visual Arts			
VISU 2030	Art History I			
VISU 2040	Art History II			
VISU 2600	Introduction to World Architecture1			

CHIN 1010	Elementary Mandarin Chinese I	3 or 4		
CHIN 1020	Elementary Mandarin Chinese II			
COMM 1010	Introduction to Human Communication			
COMM 1017	Introduction to Human Communication, Honors			
COMM 2100	Media and Culture (3 Hours)			
COMM 2212	Public Speaking			
FREN 1010	Elementary French I			
FREN 1020	Elementary French II			
FREN 2010	Intermediate French I			
FREN 2020	Intermediate French II			
GERM 1010	Elementary German I			
GERM 1020	Elementary German II			
GERM 2010	Intermediate German I			
GERM 2020	Intermediate German II			
LATN 1010	Elementary Latin I			
LATN 1020	Elementary Latin II			
PHIL 2000	Reasoning and Critical Thinking			
PHIL 2010 I	Introduction to Philosophy			
PHIL 2100	Introduction to World Religions			
RELI 2010	Elementary Spanish I			
SPAN 1010	Elementary Spanish II			
SPAN 1020	Intermediate Spanish I			
SPAN 2010 I	Intermediate Spanish II			
SPAN 2020 I				
AREA III		11		
BIOL 1000/1001	Introduction to Biology/Lab	4		
BIOL 1010/1011	Cellular and Molecular Basis of Life/Lab			
BIOL 1017/1018	Cellular and Molecular Basis of Life/Lab, Honors			
BIOL 1020/1021	Organisms, Adaptations, and the Environment/Lab			
BIOL 1027/1028	Organisms, Adaptations, and the Environment/Lab, Honors			
BIOL 1050/1051	Introduction to Environmental Biology/Lab			
BIOL 2100/2101	Anatomy and Physiology I/ Lab			
BIOL 2010/2011	Fundamentals of Microbiology/Lab			
BIOL 2093	Essentials of Anatomy and Physiology/Lab			
CHEM 1100/1101	General Chemistry I/Lab			
CHEM 1200/1201	General Chemistry II/Lab			
PHYS 2100/2101	General Physics I/Lab			
PHYS 2200/2201	General Physics II/Lab			
PSCI 1100/1101	Introduction to Physical Science/Lab			
PSCI 1300/1301	Introduction to Earth Science			
PSCI 1400/1401	Introduction to Astronomy/Lab			
PSCI 1500/1501	Introduction to Chemistry/Lab			

BIOL 1000/1001	Introduction to Biology/Lab	4		
BIOL 1010/1011	Cellular and Molecular Basis of Life/Lab			
BIOL 1017/1018	Cellular and Molecular Basis of Life/Lab, Honors			
BIOL 1020/1021	Organisms, Adaptations, and the Environment/Lab			
BIOL 1027/1028	Organisms, Adaptations, and the Environment/Lab, Honors			
BIOL 1050/1051	Introduction to Environmental Biology/Lab			
BIOL 2100/2101	Anatomy and Physiology I/ Lab			
BIOL 2010/2011	Fundamentals of Microbiology/Lab			
BIOL 2093	Essentials of Anatomy and Physiology/Lab			
CHEM 1100/1101	General Chemistry I/Lab			
CHEM 1200/1201	General Chemistry II/Lab			
PHYS 2100/2101	General Physics I/Lab			
PHYS 2200/2201	General Physics II/Lab			
PSCI 1100/1101	Introduction to Physical Science/Lab			
PSCI 1300/1301	Introduction to Earth Science			
PSCI 1400/1401	Introduction to Astronomy/Lab			
PSCI 1500/1501	Introduction to Chemistry/Lab			
MATH 1020 or 1050	College Algebra / Contemporary Math	3		
AREA IV		12		
HIST 1010	World History I to 1648	3		
HIST 1017	World History I, Honors			
HIST 1020	World History II Since 1648			
HIST 1027	World History II, Honors			
HIST 1060	History of Western World I			
HIST 1070	History of Western World II			
HIST 1080	U.S. History to 1865			
HIST 1090	U.S. History Since 1865			
HONR 1957	Honors Colloquium			
HONR 2757	UHP Seminar			
HONR 3757	UHP Seminar			
HIST 1010	World History I to 1648	3		
HIST 1017	World History I, Honors			
HIST 1020	World History II Since 1648			
HIST 1027	World History II, Honors			
HIST 1060	History of Western World I			
HIST 1070	History of Western World II			
HIST 1080	U.S. History to 1865			
HIST 1090	U.S. History Since 1865			
HONR 1957	Honors Colloquium			
HONR 2757	UHP Seminar			
HONR 3757	UHP Seminar			

ANTH 2110	Cultural Anthropology	3		
ECON 1000	Essentials of Economics			
ECON 2010	Economics I (Micro)			
ECON 2017	Economics I (Micro), Honors			
ECON 2020	Economics II (Macro)			
ECON 2027	Economics II (Macro), Honors			
GEOG 2050	Geography of World Regions			
GEOG 2150	Human Geography			
JUST 1270	Introduction to the American Legal System			
POLS 1020	Introduction to American Politics			
POLS 1200	International Relations			
PSYC 1000	General Introductory Psychology			
PSYC 2780	Human Growth Development			
SOCI 2000	Introduction to Sociology			
SOCI 2007	Introduction to Sociology, Honors			
SOCI 2010	Social Problems			
ANTH 2110	Cultural Anthropology	3		
ECON 1000	Essentials of Economics			
ECON 2010	Economics I (Micro)			
ECON 2017	Economics I (Micro), Honors			
ECON 2020	Economics II (Macro)			
ECON 2027	Economics II (Macro), Honors			
GEOG 2050	Geography of World Regions			
GEOG 2150	Human Geography			
JUST 1270	Introduction to the American Legal System			
POLS 1020	Introduction to American Politics			
POLS 1200	International Relations			
PSYC 1000	General Introductory Psychology			
PSYC 2780	Human Growth Development			
SOCI 2000	Introduction to Sociology			
SOCI 2007	Introduction to Sociology, Honors			
SOCI 2010	Social Problems			
Foundation		23		
COMM 1103	Intro to Game Development	3		
VISU 1102	2D Design	3		
VISU 2702	Digital Foundation	3		
CSCI 2070	2D Modeling, Animation and Simulation	3		
CSCI 2090	Precision Modeling and Hard Surface Design	3		
CSCI 2000/2001	Functional and Structural Programming & Lab	4		
CSCI 3000/3001	Object-Oriented Programming & Lab	4		
Program Courses and Required Electives		32		
ENG 3002	Intro Creative Writing	3		
CSCI 2010	Intro Interactive Simulation & 3D Video Game Dev.	3		
CSCI 3090	3D Video Game Development	3		
ANIMATION / GAME DESIGN ELECTIVE		3		
ANIMATION / GAME DESIGN ELECTIVE		3		
ANIMATION / GAME DESIGN ELECTIVE		3		
ANIMATION / GAME DESIGN ELECTIVE		3		

ANIMATION / GAME DESIGN ELECTIVE		3		
ANIMATION / GAME DESIGN ELECTIVE		3		
ANIMATION / GAME DESIGN ELECTIVE		3		
ANIMATION / GAME DESIGN ELECTIVE		3		

Program Options (enter total credit hours from all options below)		18		
Free Electives		18		
CSCI 1060	Animation Storytelling Concept Dev. Foun.	3		
CSCI 2060	Interactive Animation Realtime Rendering. Foun.	3		
CSCI 2090	Precision Modeling & Hard Surface Design Foun.	3		
CSCI 2120	AI-assisted Audio Design Foundations	3		
CSCI 3030	3D Mechanical Object Modeling & Motion Foun.	3		
CSCI 3040	Concept Art & Game Environment Dev. Foun.	3		
CSCI 3080	Adv. 3D Computer Animation	3		
CSCI 3110	AI & Procedure Generation Digital Media Foun.	3		
CSCI 3150	Adv. 3D Character Mod.: Sculpture & Cloth Foun.	3		
CSCI 3190	AI-assisted Serious Game Dev. for Educ. Foun.	3		
CSCI 4020	Intro. Game-based Learning Dev.	3		
CSCI 4250	High Perf. Virtual & Aug. Reality Com. Foun.	3		
COMM 2013	Games & Interactive Media	3		
COMM 2103	Digital Narrative & Storytelling	3		
COMM 2203	Animation & Games Acting	3		
COMM 2303	Video Production for Games & Animation	3		
COMM 3103	Audience & Player Research	3		
COMM 3113	Production Communication Management	3		
COMM 3203	Games & Intercultural Communication	3		
COMM 4503	Game & Social Impact Design	3		
COMM 4986	Capstone in Animation & Game Production	3		
VISU 4712	Motion Graphics	3		
Capstone/Internship/Practicum		3		
CSCI 4924	Internship Capstone Practicum	3		

Total Credit Hours Required for Completion:	120
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3. Undergraduate Options

Please provide all concentrations/ tracks/ options in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

Insert Additional Rows and Tables as Needed				
Option Name:				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Option's Total Credit Hours Required for Completion:				
Option Name:				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Total Option Credit Hours Required for Completion:				
Option Name:				
Course Number		Credit Hours	New? (Y)	WBL? (Y)
Total Option Credit Hours Required for Completion:				