THE UNIVERSITY OF ARIZONA®

New Academic Program Workflow Form

General

Proposed Name: eSport Minor

Transaction Nbr: 00000000000081

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2021

Details

Department(s):

SBSC

DEPTMNT ID	DEPARTMENT NAME	HOST
0481	School of Information	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

Admission application terms for this plan: Spring: Y Summer: N Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 09.0702, Digital Communication and Media/Multimedia.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Minor in eSports

Transcript: Y Minor in eSports

Conditions for Admission/Declaration for this Major:

None

Requirements for Accreditation:

None

Program Comparisons

University Appropriateness

E-Sports is emerging as a dynamic cultural element of the socio-technical landscape of the fourth industrial revolution. UA¿s Strategic Plan focuses on transdisciplinary convergence, to realize the transformative power of emerging human centered technologies. The Schools of Information s e-Sports minor presents a compelling opportunity to build on UA¿s unique strengths, as the only campus with a formal relationship with a Varsity e-Sports team, within the Arizona University System. This minor will provide a strong curricular foundation to complement the UA¿s compelling engagement in advancing eSport, regionally and nationally. This minor advances the College of Social and Behavioral Sciences strategic plan to offer a broad-based liberal arts education and engage in hands-on learning in which students can explore a range of subjects from ancient philosophy to artificial intelligence, as they cultivate skills in critical thinking, problem solving, communication, and technology.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	eSports Management Certificate	CERTU	80	UniversityofCalifornia, Irvine	N
2	eSports Management Certificate	CERTU	20	University of Texas, Arlington	N

Peer Comparison

Please see the comparison chart for full comparison details

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
01183700	Drew Castalia	0481	Lecturer	Master of Arts	.80
22054491	Catherine Brooks	0481	Assoc. Prof	Doctor of Philosophy	1.00
22075562	Lal Bozgeyikli	0481	Assit. Prof	Doctor of Philosophy	1.00
22075762	Evren Bozgeyikli	0481	Assit. Prof	Doctor of Philosophy	1.00
22078070	Kristin Ziska Strange	0481	Adj. Instor.	Doctor of Philosophy	1.00
22085060	Winslow Burleson	0481	Professor	Doctor of Philosophy	1.00

Additional Faculty:

none

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0481	627	237	44.78

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0481	648	669	690	243	249	255	44.78	44.78	44.78

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

The School of Information has existing classroom and labs in Harvill

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

None

Other Support Needed over the Next Three Years:

None

Comments During Approval Process

1/19/2021 2:52 PM

CFBROOKS

Comments
Approved.

1/19/2021 2:58 PM

RICAR22

Comments
Approved.

1/19/2021 3:41 PM

YISSELS

Comments
Approved.

1/19/2021 4:28 PM

ESANDMAR

Comments
Uploaded updated Add'l Info Form

1/19/2021 4:29 PM

ESANDMAR

Comments
Approved.

NEW ACADEMIC PROGRAM-STANDALONE UNDERGRADUATE MINOR
ADDITIONAL INFORMATION FORM

I. MINOR DESCRIPTION– provide a marketing/promotional description for the proposed minor. Include the purpose, nature, and highlights of the curriculum, faculty expertise, etc. The description should match departmental and college websites, handouts, promotional materials, etc.

The minor in eSports will provide students a general understanding of eSport industries, gaming communities, and the social issues related to gaming for sport. Students will learn about recent gaming trends in society and related employment trajectories possible in eSports. Education opportunities relating to gaming, implications of emerging eSports, and societal impact of these trends is paramount for students so that they will have a variety of curricular choices within and professional choices beyond their University of Arizona experience. The program is backed up by broadly experienced faculty that focus on many aspects of eSports such as, management, data analysis, society, media, game design and development.

II. NEED FOR THE MINOR/JUSTIFICATION- provide market analysis data or other tangible evidence of the need for and interest in the proposed minor. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor. Please contact the Office of Curricular Affairs to request the report for your proposal.

eSports is a growing industry, worldwide. "The global esports market is expected to surge to $1.1 billion this year, up $230 million from 2018 on growth in sponsorships, merchandise and ticket sales," (*Colleges Are Starting Degrees in Esports, with $36,000 Programs*, 2019). The eSports global market is estimated to reach approximately 1.6 billion dollars in revenues in 2023 (Gough, 2020). The growing industry calls for educated talent with the skills to work in the industry. In an interview, Rod Breslau, one of the starting team of ESPNs eSports section, states "[y]ou've got the biggest tech companies in the world competing for the top talent to stream exclusively on their platform" (Segal, 2020). Job opportunities for graduating students will follow these economic and industrial shifts.

A minor in eSports does not teach a student how to play video games, but a minor in eSports allows students to explore subdivisions of other subjects like sports management, event planning, sales, marketing, data analysis, or media and communications (Anderson, 2019; Roth, 2020) in a concentrated field that is growing exponentially. eSport interest and investment in Higher Education is on the rise. Rowan University is partnering with N3rd Street Gamers to build a 7,500-square-foot gaming facility for the university's collegiate gaming and academic programs in eSports (*Rowan University Partners With N3rd Street Gamers to Kick Off Esports Program*, 2019). Institutions like University of California at Irvine offer specialized study in eSports management (Esports Management, n.d.). Ohio State University plans to offer a bachelor of science degree in game studies and eSports Fall 2020 (Greta, 2019).

Students today can not only learn about eSports on a variety of campuses, but can also benefit personally from engaging in the coursework. That is, there are diverse opportunities with existing and emerging entities in the industry as well as compelling opportunities for entrepreneurially-minded students in independent careers that offer significant income opportunities (e.g., streaming gameplay on Twitch, which has more than 15M unique daily visitors; participating in eSports, where players can make up to $2M by playing games competitively; publishing independent games such as Minecraft, which can lead to broad distribution and significant revenues). This minor will provide students a variety of opportunities and aid them in generating new eSport-related concepts, while also providing them a broad understanding of individual and societal impacts of these trends.

The iSchool is an ideal home for an eSports minor due to the iSchool's interdisciplinary nature. eSports research has been on the rise since 2014 and spans areas of sports science, cognitive science, law, sociology, business, media studies, and informatics (Reitman et al., 2020). "Researchers in cognitive science, informatics, and sociology each study expertise in eSports through different levels of analysis" (Reitman et al., 2020, p. 41). Due to the early nature of the introduction of this minor, comparative enrollment and degree completion data are difficult to ascertain.

References

Anderson, G. (2019, November 5). *Institutions introduce undergraduate degree programs in esports*. https://www.insidehighered.com/news/2019/11/05/institutions-introduce-undergraduate-degree-programs-esports

Colleges are starting degrees in esports, with $36,000 programs. (2019, October 1). Retrieved September 30, 2020, from https://www.cbsnews.com/news/college-esports-universities-launch-degrees-in-esports/

Esports Management. (n.d.). Retrieved September 28, 2020, from https://ce.uci.edu/areas/business_mgmt/esports/

Gough, C. (2020, August 28). *Global eSports market revenue 2023 | Statista*. https://www.statista.com/statistics/490522/global-esports-market-revenue/

Segal, D. (2020, April 7). Is This the Most Virus-Proof Job in the World? *The New York Times*. https://www.nytimes.com/article/coronavirus-video-game-streaming.html

Reitman, J. G., Anderson-Coto, M. J., Wu, M., Lee, J. S., & Steinkuehler, C. (2020). Esports Research: A Literature Review. *Games and Culture*, *15*(1), 32–50. https://doi.org/10.1177/1555412019840892

Rowan University Partners With N3rd Street Gamers to Kick Off Esports Program -. (2019, September 16). Spaces4Learning. https://spaces4learning.com/articles/2019/09/16/rowan-university-esports.aspx

Roth, C. (2019, October 27). *Major In Esports At Ohio State*. NPR.Org. Retrieved September 28, 2020, from https://www.npr.org/2019/10/27/773817348/major-in-esports-at-ohio-state

III. MINOR REQUIREMENTS– complete the table below by listing the minor requirements, including minimum number of credit hours, required core, electives, and any special requirements. Note: information in this section must be consistent throughout the proposal documents (comparison charts, curricular/assessment map, etc.).

Minimum total units required	18
Minimum upper-division units required	12
Total transfer units that may apply to minor	6
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	none
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	**Choose 9 units from the following CORE:** ISTA 251 Introduction to Game Design GAME 311 eSport Industries ESOC 480 Digital Engagement **Choose 9 Elective units** ESOC 211 Collaborating in Online Communities ESOC 330 Digital Dilemmas GAME 309 (forthcoming): Simulation Design and Development for Complex Problem Solving GAME 310 Gamification in Society GAME 312 Monetizing Independent Gaming GAME 313 (forthcoming): Diversity and Bias in Gaming ISTA 416 Introduction to Human Computer Interaction PAH 231 Global Video Game Cultures and Their Origins

	PAH 330 The Video Game Industry: An Introduction to the Business of Making Money with Play PAH 331 Video Game Studies: Critical/Cultural Approaches TLS 353 Recreation and Leisure in Contemporary Society
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	ESOC 480 Digital Engagement
Additional requirements (provide description)	none
Any double-dipping restrictions (Yes/No)? If yes, provide description.	Follow existing dept/iSchool double-dipping policy: Minors offered by the School may double-dip no more than 2 courses with another major or minor, as long as the double use is approved by both departments.

IV. CURRENT COURSES–using the table below, list all existing courses included in the proposed minor.

Course	Units	Title	Course Description	Pre-req	Mode	Offered	Dept
ESOC 211	3	Collaborating in Online Communities	With the increasing reliance on new media for collaborative work, social connection, education, and health-related support, this course will analyze human collaboration and community processes online. By considering how people create a sense of community, maintain group connections, and cooperate with others to bring about a particular outcome, this class will focus on what humans do, how they present themselves, and how they do the work of collaboration in online contexts. In addition to focusing on how humans work together in online in	None	f2f/ online	F, Sp, Su	iSchool

			communities, this course will examine the many theories and interdisciplinary bodies of literature that pertain to community generally, and online communities specifically. With a focus on both theory and practical applications, this course gives learners opportunities to think intellectually about technology-based collaborations and to apply course-based knowledge in their mediated social lives. This course is not a technical experience, rather it focuses on the theories pertaining to and the processes in play when humans engage in group collaborations (e.g., gaming, teaching, learning, working, or gaining health-related support) via mobile technologies and online sites.				
ESOC 330	3	Digital Dilemmas	This course focuses on the ethical issues that arise in the context of new and emerging information technologies-- e.g., threats to privacy of ubiquitous technological surveillance, limitations on access created by digital rights management. The course will use the framework of ethical theory to analyze these issues and to propose policy solutions. The goal of the course is to give students the necessary theoretical foundation to be involved in the evaluation and construction of information policies at the local, national, and international level. The course will focus on three core areas where digital dilemmas arise--information	None	f2f/ online	F, Sp, Su	iSchool

			access, information privacy, and intellectual property. In order to achieve depth as well as breadth, the course will put one of these issues at the center and discuss the others in relation to it. So, for instance, the course may focus on Intellectual Property looking at the threats and benefits of IP to privacy and access. This syllabus provides an overview of the range of topics that may be discussed.				
ESOC 480	3	Digital Engagement	This course is designed to be a culminating experience for the eSociety degree program, a course that engages students in practical activity as well as prepares learners for contemporary work. eSociety major and minor students as well as other undergraduates preparing for work relating to digital information or related fields can enroll in and will benefit from this course. Students will be given opportunities to discuss, review and reflect on their learning in their undergraduate work relative to an eSociety and will be provided the mechanisms through which their coursework can be applied to `real-world' contexts (e.g., internships, interviews with leaders in their area of study, professional shadowing experiences, service learning projects, or community-based event planning). Ultimately, this course provides students the opportunity to learn about what it means to be prepared in an eSociety as	None	f2f/ online	F, Sp, Su	iSchool

			well as reflect on their own skill sets and the professional preparation needed for career satisfaction and success.				
ISTA 251	3	Introduction to Game Design	This course provides an introduction to game design and teaches students the fundamental concepts for creating games. Students will survey many different games, exploring the issues game designers face when designing games in different genres. Students will participate in a series of game design challenges and will be responsible for designing and prototyping simple games using a game building tool. Students will present their solutions to these challenges in front of the class for general discussion and constructive criticism.	None	f2f/ online	F, Sp, Su	iSchool
GAME 310	3	Gamification in Society	The course on gamification introduces the uses of game design elements (such as online games or apps) in non-game contexts. Gamification is a broad concept, which has been increasingly applied to different sectors and areas, ranging from political communications, the non-profit sector ("gamification for advocacy"), the business sector, and even the public sector. The rise of gamification as an important tool and strategy raises fundamental questions about the opportunities, challenges and the risks of the increased use of websites, online games and apps for major sectors of society. In this course will	None	f2f/ online	F, Sp, Su	iSchool

			introduce and compare scholarly analyses of gamification across a variety of fields, analyze relevant case studies and best practices of gamified strategies from various social sectors such as business organizations, non-profits, media, and politics, examine common patterns in the development of gamification strategies, and survey potential benefits and disadvantages arising from the use and overuse of gamification principles.				
GAME 311	3	eSports Industries and Careers	This course surveys eSport as an activity, as a site for groups or teams building community, and as an emerging digital industry worldwide. Students will learn about differing stakeholders and organizations converging in eSports. Learners will also consider eSports from differing lenses, perspectives, and academic disciplines. Emerging employment opportunities in eSports as well as potentials for professional players will be discovered and examined.	None	f2f/ online	F, Sp, Su	iSchool
GAME 312	3	Monetizing Gaming	This course aims to give students fundamental knowledge and hands-on experience about the ways of earning money through video games independently. The course will include content-based lectures that cover information about relevant aspects and platforms along with best-practices and real-life examples. There will be	None	f2f/ online	F, Sp, Su	iSchool

			discussions, hands-on activities, research and case studies, reading and video assignments followed by quizzes, a midterm exam, and a final project that emphasizes hands-on application of the learned content. In the course, the tools of the trade and various channels for monetizing independent gaming will be introduced. After completing this course, students will be equipped with the necessary knowledge to be able to pursue independent money-earning activities in gaming.				
ISTA 416	3	Introduction to Human Comp. Interaction	The field of Human-Computer Interaction (HCI) encompasses the design, implementation, and evaluation of interactive computing systems. This course will provide a survey of HCI theory and practice. The course will address the presentation of information and the design of interaction from a human-centered perspective, looking at relevant perceptive, cognitive, and social factors influencing the design process. It will motivate practical design guidelines for information presentation through Gestalt theory and studies of consistency, memory, and interpretation. Technological concerns will be examined that include interaction styles, devices, constraints, affordances, and metaphors. Theories, principles and design guidelines will be surveyed for both classical and emerging interaction	ISTA 130 or CSC 110 or ECE 175 or consent	f2f/ online	F, Sp, Su	iSchool

			paradigms, with case studies from practical application scenarios. As a central theme, the course will promote the processes of usability engineering, introducing the concepts of participatory design, requirements analysis, rapid prototyping, iterative development, and user evaluation. Both quantitative and qualitative evaluation strategies will be discussed. This course is co-convened: Upper-level undergraduates and graduate students are encouraged to enroll. Graduate students will be expected to complete more substantial projects and will be given more in-depth reading assignments.				
PAH 231	3	Global Video Game Cultures and Their Origins	This course examines the rise and spread of video game cultures from around the world, focusing on the contexts of their origins, proliferation, and (where applicable) their demise. Topics to be covered include arcades, bootlegging and piracy, casual gaming, chiptunes, cosplay, demo cultures, LAN parties, machinima, online fandom, the otaku phenomenon, and videorec cultures. These topics will be considered in light of broader cultural trends, contemporaneous social and political concerns, and relevant technological advancements.	None	F2f/online	F/W/SP/SU	Public and Applied Humanities
PAH 330	3	The Video Game Industry: An	This course introduces students to the structures, practices, and study of the video game industry. Over	None	F2f/online	F/W/SP/SU	Public and Applie

		Introduction to the Business of Making Money with Play	the course of the semester we will: 1) survey the origins of the video game industry, paying particular attention to its connection to the broadcasting and film industries; 2) examine the video game industry in terms of its major spheres (development, publishing, distribution/sales, paratexts, consumption, and regulation); and 3) explore tools and techniques for theorizing video game business and conducting market analyses for academic and commercial purposes.				d Humanities
PAH 331	3	Video Game Studies: Critical/Cultural Approaches	This course surveys the major critical/cultural approaches to the study of video games. Areas of emphasis include industrial analysis, formalism, critical race studies, ludology/narratology, critical discourse analysis, archivalism, fan studies, and gender/sexuality studies. Each approach will be analyzed in terms of its main principles, the sorts of arguments it facilitates, and the opportunities and problems it presents to the game scholar, maker, and player. In the process, we will conduct a series of micro-analyses of specific games, technologies, companies, and playful practices, all for the purpose of developing a deeper sense of games many meaning-making processes and their connection to the human condition.	None	F2f/online	F/W/SP/SU	Public and Applied Humanities

TLS 353	3	Recreation and Leisure in Contemporary Society	Students in this course will gain a broad level understanding of the theoretical foundations that shape the recreation and leisure studies field, how current issues/events are influencing the field of recreation and leisure and those who work in it, where and how recreation fits into an ever-changing social and physical environment, and "what's next" or how recreation and leisure may change in the future. Students will be asked to use critical thinking skills to connect course content with their personal experiences to generate and disseminate their original content and new perspectives. Students will also have the opportunity to express their ideas through a variety of communication mediums and applications (e.g. video presentations, storyboards).	none	F2f/online	F/SP	Tech, Learn, and Sociocultural Stdy

V. NEW COURSES NEEDED – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course	**Units**	**Title**	**Course Description**	**Pre-req**	**Mode**	**Offered**	**Dept**

Game 309	3	Simulation Design and Development for Complex Problem	This hands-on project-based course centers on advanced simulation environments, their development, evaluation, and importance in contexts ranging from education, health care and emergency response, exploration and mission planning, and entertainment. Understanding the objective of simulation will involve information gathering, problem exploration, and multimethodological analysis of complex problems. The emphasis of this course will be on the effective design and integration of diverse elements and will include practical and theoretical applications, of: mobile, virtual, augmented, mixed, and extended reality simulation; storyboarding and narrative development; collaborative participatory design; modeling methods; and a variety of human-computer interaction (e.g., affect and context aware systems) and learning science (embodied learning and designed based research), methodologies.	None	F2f/ online	F, SP, Su	In School
GAME 313	3	Diversity and Bias in Gaming	This course focuses on understanding how characters establish presentations of the self in their prospective gameworlds. One of the primary ways players experience games is through the main character and their relationship to other characters within the game world. The course will work to develop a framework for examining how	None	f2f/ online	F, Sp, Su	In School

			representation happens within games, what they mean, and how they impact user experience. It will also encourage understanding that framework through the lens of diversity to understand where those representations succeed and fail. By focusing on the diversity of representation in games, it also encourages a broader understanding of play and a wider range of experiences, where players can learn both more about themselves and about those around them. Finally, It will explore strategies to improve representation and understanding to provide a broader play experience.				

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:
None

VI. FACULTY INFORMATION- complete the table below.

Faculty Member	Involvement	UA Vitae link or "CV attached"
Lila Bozgeyikli	Teaches GAME 312: Monetizing Ind. Gaming, as well as ISTA 351: Introduction to Game Dev. with Unity	https://ischool.arizona.edu/sites/ischool.arizona.edu/files/Lila-Bozgeyikli-CV.pdf
Ren Bozgeyikli	Teaches ISTA 416: Human Computer Interaction as well as ISTA 425: Algorithms for Games and GAME 311: eSport Industries	https://ischool.arizona.edu/sites/ischool.arizona.edu/files/Ren-Bozgeyikli-CV.pdf
Catherine Brooks	Director of the School of Information. Plans to teach future courses, to include	https://ischool.arizona.edu/sites/ischool.arizona.edu/f

	GAME 313: Diversity and Bias in Gaming	iles/CV_Brooks_06172019.pdf
Winslow Burleson	Teaches ISTA 416: Human Computer Interaction	https://ischool.arizona.edu/sites/ischool.arizona.edu/files/CV%20-%20Burleson_August2020.pdf
Drew Castalia	Currently teaching ISTA 251: Intro to Game Design	http://www.hwstn.com/Resume.pdf
Krys Ziska Strange	Teaches GAME 310: Gamification in Society	https://ischool.arizona.edu/people/krys-strange

VII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP

Please see the table below for the learning outcomes (Sec VIII).

10/14/2020 Curriculum Map - Courses and Activities Mapped to Minor in eSport

University of Arizona AMS

DEMO AREA

Minor is eSport

Courses and Activities Mapped to Minor in eSport

	Outcome	
	Outcome 1 Students will demonstrate knowledge of users' needs and rights, such as identifying target user groups for games, PR tools and platforms, analytics and metric tools, play testing and evaluation, monetization, models, information, protection, game related permissions on different ethical competence, professional ethics, quality steering, assurance, monitoring and social media utilization	Outcome 2 Students will demonstrate understanding of human behavior in serious and recreational games, the impact of gaming on individuals across contexts, and the implications tied to gamification in society.
Courses and Learning Activities		
ESOC 211 Course assignments Collaborating in Online Communities	I/P	I/P
ESOC 330 Course assignments Digital Dillemmas	I/P	I/P
GAME 310 Course assignments Gamification in Society	I/P	I/P
GAME 311 Course assignments eSport Industries	I/P	I/P
GAME 312 Course assignments Monetizing Independent Gaming	I/P	I/P
GAME 313 Course assignments (forthcoming): Diversity and Bias in Gaming	I/P	I/P
ISTA 251 Course assignments Introduction to Game Design	I/P	I/P
ISTA 416 Course assignments Introduction to Human Computer Interaction	I/P	I/P
program assessment		
ESOC 480 Course assignments Digital Engagement	A	A
Exit Survey Exit survey (Indirect)	A	A

Legend : I Introduced P Practiced A Assessed I/P Introduced/Prac

Last Modified: 10/14/2020 10:40:10 AM

VIII. ASSESSMENT PLAN FOR STUDENT LEARNING- using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the minor.

Learning Outcomes	**Sources(s) of Evidence**	**Assessment Measures**	**Data Collection Points**
Students will demonstrate knowledge of users' needs and rights, such as identifying target user groups for games, PR tools and platforms, analytics and metric tools, play testing and evaluation, monetization, models, information, protection, game related permissions on different ethical competence, professional ethics, quality steering, assurance, monitoring and social media utilization.	Course-embedded assessments of projects, quizzes, and tests in courses like GAME 310, GAME 311, GAME 312, and GAME 313.	Rubrics utilized to assess a variety of forms of student work In ESOC 480. Summative critical self-reflections.	End of each course.
Students will exhibit understanding of human behavior in serious and recreational games, the impact of gaming on individuals across contexts, and the implications tied to gamification in society. Concepts: Real-world application, reflexivity, cultural norms and values, game processes used for training, teaching, and aiding people. Competencies: Ability to analyze human behavior in the context of serious game development, deployment and evaluation, in a manner that requires critical thinking. Demonstrate awareness of how gamification can benefit people in diverse contexts.	Course-embedded assessments of projects, quizzes, and tests in courses like GAME 310, GAME 311, GAME 312, and GAME 313.	Rubrics utilized to assess a variety of forms of student work In ESOC 480. Summative critical self-reflections.	End of each course.

Indirect assessment	Post minor degree exit survey.		Upon graduation

IX. ANTICIPATED STUDENT ENROLLMENT

5-YEAR PROJECTED ANNUAL ENROLLMENT

1st Year - 25 students
2nd Year - 50 students
3rd Year - 100 students
4th Year - 200 students
5th Year - 300 students

Data/evidence used to determine projected enrollment numbers: We've examined enrollment data in similar programs. For example, the UCIrvine eSports Management program was announced in the spring of 2018 and currently has roughly 80 enrolled students. We have also experienced a swell of students enrolled majors in our new game degrees (a BA and BS). Although the degrees were rolled out and advertised just this past summer (2020), our October major numbers are hovering around 30 newly-enrolled and declared students. We predict the minor in eSports will be equally attractive. There are more than 1800 followers of University of Arizona eSports on Twitter and more than 1600 members on the University of Arizona discord application, indicating interest in eSports at University of Arizona.

X. ANTICIPATED MINORS AWARDED- complete the table below, beginning with the first year in which minors will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates.

1st Year - 12 students
2nd Year - 25 students
3rd Year - 75 students
4th Year - 100 students
5th Year - 150 students

Data/evidence used to determine number of anticipated minors awarded annually:

Since the minor has only 18 units, we predict graduation numbers will follow enrollment numbers predicted above. The enrollment numbers were projected based on other similar programs in eSports, and the high numbers of University of Arizona eSport enthusiasts on social media. Also, Rio Salado Community College has expressed interest in feeding their gaming students into our eSports program. We are expecting a high retention rate in the program, due to the high demand in the game-related courses we currently offer.

XI. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the minor and 2) student recruitment activities.

This program will be marketed alongside our other degree programs. As an iSchool we invest in event sponsorships so that we can hand out flyers and other marketing materials, we attend conferences, and advertise in print outlets and on the radio across Arizona. We plan to directly recruit students in and from locations like:

- GE courses where a wide variety of students are in attendance (e.g., ESOC 150b).

- non-GE courses that draw students from across campus to the iSchool (e.g., ISTA 251 game design).

- Undergraduate on-campus fairs and recruiting events.

- UA events like the UA hackathon, or community events like TenWest.

- iSchool social media (over 1k followers on Facebook, over 500 Instagram followers, over 500 Twitter followers).

XII. DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this minor. In addition, describe retention efforts in place or being developed in order to retain students.

The iSchool's strong commitment to diversity will be maintained with the proposed new minor. Student diversity in recruitment will be ensured through outreach activities that target high schools that serve underrepresented populations. The Curriculum and Instruction Committee will aim to increase diversity among the accepted students. Program information will be highlighted on the iSchool website, so that prospective students easily find it. The University of Arizona's diversity initiatives will be made visible on the website as well, with links that direct prospective students to these resources, so that they become aware of an existing support network for diversity and inclusion. Social media posts that aim to increase awareness about the proposed program will encourage diversity. High-school students will be invited to on-campus demo events, such as the School's iShowcase where enrolled students demonstrate their finished course projects, such as video games and applications. Voluntary outreach activities, such as game development workshops for AP Campus Visits, have been held at the iSchool. These activities will be continued, as they help in increasing diversity and inclusion, in addition to outreach. We believe the current diverse student population of the iSchool will also encourage diverse student populations to apply. The 2019 racial composition of the iSchool was roughly 53% white, 19% Hispanic, 8% international, 7% Asian, 5% two or more races 5%, American Indian 1%, less than 1% unknown, less than 1% Pacific Islander. We give great importance to making our diverse student population visible in all possible outlets, such as website pictures, social media posts and outreach activities. The iSchool's Knowledge River

program, which aims to increase and maintain diversity will be another important factor in supporting and getting word out to underrepresented students. Lastly, the University of Arizona's existing mechanisms for supporting and increasing diversity in prospective students (e.g., campus tours, summer camps, workshops, Early Academic Outreach Program, etc.) and in enrolled students (e.g., financial aid, academic assistance, community support, leadership skills development programs, etc.) will help in increasing multiculturalism and diversity within the proposed program. With all of these mentioned efforts, equitable access to the program will be ensured for a diverse and qualified pool of candidates, such as ethnic minorities and first generation and low-income students. Moreover, for the enrolled students, a nondiscriminatory and inclusive environment will always be maintained to provide support for students and increase their sense of belonging. To ensure an inclusive climate, diversity will also be emphasized in hiring of new faculty. Existing faculty will be encouraged to use inclusive materials in their courses and encourage their students to use inclusive materials in their coursework as well.

Undergraduate Minor Peer Comparison Chart

**The Ohio State (https://www.insidehighered.com/news/2019/11/05/institutions-introduce-undergraduate-degree-programs-esports) and also the University of Kentucky (https://www.uky.edu/its/news/uk-partners-geng-build-community-through-games) have plans for eSport curricular programs to begin in the Spring of 2021, so no data yet to provide.*

Minor name, institution	**eSports Minor** **UA**	**eSports Management Certificate** **UC, Irvine**	**eSports Management Certificate** **University of Texas, Arlington**
Current # of enrolled students	[redacted]	80	Brand new program, spring 2020 cohort roughly **20 enrolled,** 2nd cohort begins spring 2021.
Minor program description	The minor in eSports will provide students a general understanding of eSport industries, gaming communities, and the social issues related to gaming for sport. Students will learn about recent gaming trends in society and related employment trajectories possible in eSports. Education opportunities relating to gaming, implications of emerging eSports, and societal impact of these trends is paramount for students so that they will have a variety of curricular choices within and professional choices beyond their University of Arizona experience.	The Esports Management Certificate Program prepares students to turn a passion for gaming into a viable career. According to a market report by Newzoo, 2020 total global esports revenues are $1.1B, an increase of 10.6% over 2019. Traditional athletic apparel companies such as Nike, Adidas, and Under Armour are expected to compete for team jersey rights in the coming years and major telecom companies are acquiring gamer centric programming providers. Also, innovations in video streaming capabilities have arrived just in time for gaming platforms and titles to capitalize on the value of their media rights. As business opportunities flourish, the industry will	eSports is one of the fastest growing industries and is estimated to reach **over $100 billion** in revenue by 2020. From sports management to gaming innovation, this is a great way for you to turn a passion for gaming into a career. https://web-ded.uta.edu/wconnect/ShowSchedule.awp?&Mode=GROUP&Group=CARIES&Title=eSports+Management+Certificates&SubGroup=CER

		create demand for professionals with the right mix of training, passion, and knowledge. https://uci.edu/top-ranked/innovation/esports.php https://ce.uci.edu/areas/business_mgmt/esports/	
Target careers	Streaming and other means of monetizing gaming eSport Event Planner Game-based Trainer Game Coach Game Designer	Game Developers Finance Professionals Community Managers Marketers Project managers	Sports management Gaming innovation
Minimum total units required	18	12	15
Minimum upper-division units required	12	12	15

Total transfer units that may apply to minor	6	none	none
List any special requirements to declare/admission to this minor	none	none	none

Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	**Choose five courses:** ESOC 211 Collaborating in Online Communities ESOC 330 Digital Dilemmas GAME 310 Gamification in Society GAME 311 eSport Industries GAME 312 Monetizing Independent Gaming GAME 313 (forthcoming): Diversity and Bias in Gaming ISTA 251 Introduction to Game Design ISTA 416 Introduction to Human Computer Interaction	**Take these four courses:** Overview of Esports (3.00 Units) Effective Communication in Esports (3.00 Units) Esports Project Management: Live Events (3.00 Units) Esports Operations (3.00 Units)	**Take these five courses:** Introduction to eSports eSports Business Strategies eSports Branding and Marketing eSports Project Management: Live Events eSports Player and Team Management
Internship, practicum, applied course requirements (Yes/No). If yes,	Enroll in 3 units of: ESOC 480 Digital Engagement	none	none

provide description.			
Additional requirements (provide description)	none	none	none

*Note: comparison of additional relevant programs may be requested.

THE UNIVERSITY OF ARIZONA

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: eSport Minor

	Projected		
Budget Contact Person: Amy Gordon	**1st Year** 2020 - 2021	**2nd Year** 2021- 2022	**3rd Year** 2022- 2023
METRICS			
Net increase in annual college enrollment UG			
Net increase in college SCH UG	3%	3%	3%
Net increase in annual college enrollment Grad	-	-	-
Net increase in college SCH Grad	-	-	-
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)	-		
Number of Faculty FTE	-	-	-
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	**$ -**	**$ -**	**$ -**
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)	500	250	250
Total One-time	**$ 500**	**$ 250**	**$ 250**
TOTAL SOURCES	**$ 500**	**$ 250**	**$ 250**
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	**$ -**	**$ -**	**$ -**
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)	500	250	250
Total One-time	**$ 500**	**$ 250**	**$ 250**
TOTAL EXPENDITURES	**$ 500**	**$ 250**	**$ 250**
Net Projected Fiscal Effect	**$ -**	**$ -**	**$ -**

From: Kimme Hea, Amy C - (kimmehea)
To: Brooks, Catherine F - (cfbrooks)
Cc: Salazar, Ricky M - (ricar22); Bamford, Deborah Nicole - (dfeehs)
Subject: IMPORTANT: FW: UPDATE: eSports minor proposal
Date: Wednesday, January 6, 2021 10:31:24 AM
Attachments: Spring 2021 Contemporary Issues Syllabi 1st 7 weeks.docx
Outlook-cid_image0.png

Dear Catherine,

HNY!

Here is the feedback on potential courses to include as electives, if you so wish. I am ccing Ricky and Debbie. Let me know if you want to quickly add these to your proposal. This is organized with the feedback from other colleges and their electives and then a section on budget.

COLLEGE-LEVEL FEEDBACK (CAST, COE, COH, COS, and Eller)

CAST—Linda Denno's Response

Hi Amy,

I hope this finds you well. Your email came right after a conversation I had with our dean, Gary Packard, about possibly discontinuing the Digital Design subplan in our BAS in Applied Computing. Two classes being offered next semester—Intro to Serious Game Design and Intro to Gaming Development—currently only have one or two students each, and the subplan itself has very few students enrolled. The subplan is a relic from the old Informatics degree and should probably not have been included in the new Applied Computing program was put forward, especially since your Game Design & Development program is a far more comprehensive, better resourced, and superior degree program. I have recommended to Gary that we phase out our subplan and he is considering it (I think he is still trying to get his head wrapped around all of our programs). I wanted to let you and Catherine know, and to provide you with a list of the courses that are currently offered. Several of the courses are used in other subplans, but we may discontinue some of the others in the future (especially the gaming design courses).

This is really just informational at this point, but I wanted to let you know what we are considering. Also, on the off chance that there are any of our classes, other than the gaming classes, that SBS would like to use in the minor, we are happy to collaborate.

These are the classes that are included in the Digital Design subplan.

Digital Design Subplan

APCV 403--Principles of Web Design (3 units)
APCV 405--Introduction to Serious Game Design (3 units)
APCV 361--Data Analysis and Visualization (3 units)

APCV 406--Introduction to Game Development (3 units)

Choose 1 (3 units)
APCV 301 --Interpreting and Presenting Digitally (3 units)
NETV/APCV 370 --Intro to Network Design and Architecture (3 units)
NETV/APCV 379--Cloud Computing (3 units)

College of Education Response
See the forwarded message below and then the attachment of the course.

College of Humanities Response
Hi Amy. Thanks for looping us in on this proposal. I sent it on to Judd Ruggill, head of Public and Applied Humanities, since they have a Game Studies emphasis in their Applied Humanities BA. He and his colleagues offered some possible elective courses (pasted in below) and also suggested being in touch with (if you are not already) Lehman Benson, because of the Sports Management connection, and Walter Ries, who's heading up the creation of the campus eSports Team.

Kim

PAH would be happy to have the following courses considered for inclusion as possible electives:
PAH 230: Video Games as Artifacts: Appreciating Interactive Multimedia Entertainment (3 units)
PAH 231: Global Video Game Cultures and Their Origins (3 units)
PAH 330: The Video Game Industry: An Introduction to the Business of Making Money with Play (3 units)
PAH 331: Video Game Studies: Critical/Cultural Approaches (3 units)

College of Science passed on offering classes, and I did not here from Pam Perry in **Eller**.

BUDGET
Also, did the budget information between you and Francisco get cleared up?

We would love to submit by Friday, if you think adding the courses and completing and budget updates is feasible by then.

Let us know what we can do to help.

All best,

Amy

From: Reyes, Iliana - (ireyes) <ireyes@arizona.edu>
Sent: Thursday, December 17, 2020 12:02 PM
To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Subject: Re: UPDATE: eSports minor proposal

Thank you so much for sharing- this is exciting proposal!
I asked couple of colleagues from the Sports and recreation minor (with a much different focus)-they are excited to support it.
Anyhow, from Brandon's email below you can see that TLS 353- might be of interest but not sure.
Please consider it, if you think there is some fit as an elective.

Also, I'm unable to join you now for the Ashford conversation, as I'm dealing with student/facutly situation right now,
but look forward to hearing your thoughts and ideas from the discussion today.

Thanks again for such inspiration you are in our Associate Dean group!
Iliana

Hi, Iliana,

I also hope you are well. I don't think I have ever been more ready for a break than right now---what a year. But, looking at the new minor proposal, my 353 class might be a stretch. However, we do spend a good amount of time discussing the ramification of new technologies in sports and recreation. Esports in general are an interesting subject matter, as I know many park and recreation departments are starting to integrate these endeavors into their programming. For instance, in a recent strategic plan that I did for Pelham, AL, one of my recommendation was to start eSports programming. In that way, my 353 class may fit into the minor. I would say this, if an eSport minor wanted to take the course, they could tailor it (my course offers students a lot of autonomy) to meet their needs. I am attaching the most recent syllabi. I see no harm in welcoming those students into the class.

Have a wonderful break.

Brandon Harris, PhD, MBA
Assistant Professor of Practice
College of Education
University of Arizona
Phone: (520) 621.4642
Email: brandonharris@email.arizona.edu

Iliana Reyes, Ph.D.
Associate Dean, Academic Affairs and Community and Global Partnerships
Professor, Teaching, Learning and Sociocultural Studies
College of Education
University of Arizona
1430 E. Second Street
PO Box 210069
Tucson, AZ 85721-0069

The University of Arizona is built on the lands of the Tohono O'odham and Pascua Yaqui peoples.

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Sent: Wednesday, December 16, 2020 9:48 AM
To: Jones, Kimberly A - (kjones) <kjones@arizona.edu>; Fitzgerald, Deanna - (deannaf) <deannaf@arizona.edu>; Reyes, Iliana - (ireyes) <ireyes@arizona.edu>; Gomez, Rebecca L - (rgomez) <rgomez@arizona.edu>; Perry, Pamela A - (pperry) <pperry@arizona.edu>; Denno, Linda Lee - (ldenno) <ldenno@arizona.edu>
Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>
Subject: UPDATE: eSports minor proposal

Dear Colleagues,

I wanted to update you on this proposal before it reaches CAAC. It is for a minor in competitive online gaming, ESports. Please let me know if you have any input, perhaps electives you might want Catherine Brooks to consider. I know there is a review process with CAAC, but I did not want this to come "out of the blue."

Curriculum Affairs has it in review, and we have not yet received their final feedback. We will be moving it along the rest of the channel in the new year.

Thank you, and happy to call or meet with any of you about this proposal.

All best,

Amy