: GAME STUDIES & DESIGN MINOR, UG

In Workflow

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Approval Path

1. Sat, 24 Apr 2021 14:41:21 GMT
   Deb Forgacs (dforgacs): Approved for U Program Review
2. Sat, 24 Apr 2021 14:50:43 GMT
   Karin Readel (kereadel): Approved for 1468 Head
3. Sun, 25 Apr 2021 18:23:33 GMT
   Emily Knox (knox): Approved for LP Dean
4. Sun, 25 Apr 2021 21:01:36 GMT
   John Wilkin (jpwilkin): Approved for University Librarian
5. Mon, 26 Apr 2021 13:14:41 GMT
   Kathy Martensen (kmartens): Approved for Provost
6. Tue, 10 Aug 2021 18:10:36 GMT
   Barbara Lehman (bjlehman): Approved for Senate EPC
7. Tue, 10 Aug 2021 18:46:40 GMT
   Barbara Lehman (bjlehman): Rollback to Senate EPC for Senate

New Proposal

Date Submitted:Sat, 24 Apr 2021 04:57:28 GMT

Viewing:: Game Studies & Design Minor, UG

Changes proposed by: Lisa Bievenue

Proposal Type

Proposal Type:

Minor (ex. European Union Studies)

Proposal Title:

If this proposal is one piece of a multi-element change please include the other impacted programs here.*example: A BS revision with multiple concentration revisions*

Establish an undergraduate Game Studies and Design Minor as an Informatics Program.
This proposal is connected to the Game Studies and Design, UG Minor Electives list Key 1070 as well as the Game Studies GR Minor Key 1071 and the the Game Studies GR Minor Electives list Key 1072

EP Control Number

EP.21.119

Official Program Name

Game Studies & Design Minor, UG

Effective Catalog Term

Fall 2021

Sponsor College

Information Science, School of

Sponsor Department

Informatics

Sponsor Name

Lisa Bievenue

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Program Description and Justification

Provide a *brief* **description and justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.**

Informatics proposes the establishment of an undergraduate Game Studies & Design Minor intended to foster critical skills in academic game studies, and technical skills in game design. The minor will serve undergraduates who are interested in the study and design of games, gaming, game design and the digital, extended and virtual reality (XR/VR) and artificial intelligence (AI) technologies involved with the crafting of interactive systems and interfaces relevant to the game, film, education, and media industries, as well as a range of other emerging professions. Through this minor, students will learn to think critically about the history, cultural meaning, social impact, ethics, and increasingly significant role of games, gaming, and interactive media in a diverse society; they will develop the logical, algorithmic, narrative, and design capacities needed to make games, interactive narratives, and simulations; and they will become prepared for graduate work, if desired, on a path to pursuing a career in the game industry or in academic game studies research.

Students in any campus major may apply. The program requires 18 credit hours of undergraduate coursework, for which students must complete 9 credit hours of foundational coursework, and 9 credit hours of elective coursework, as follows. Note that a new rubric (GSD--Game Studies & Design) is being simultaneously requested and existing courses will be moved to the new rubric as specified.

Core Required Courses Hours
~ INFO 199 GSD (GSD 101): Introduction to Game Studies 3
~ A minimum of one 100-200 level historical/social perspectives course
chosen from a list of approved courses 3
~ A minimum of one 100-200 level introductory game design course
chosen from a list of approved courses 3
~ A minimum of three elective courses chosen from a list
of approved courses 9

Total Hours 18

Courses appearing on the required course list may be counted either towards the fulfillment of a core requirement or towards the elective requirement. At least two elective courses must be at the 300 or 400 level.

JUSTIFICATION

The game industry market value for 2018 was estimated at $134.9 billion in 2018, a 10.9% increase over 2017. The estimated size of the 2019 game market is $152 billion, demonstrating a clear upward trend. New technologies are also creating new markets; cloud-based gaming, for example is projected to grow in value to $4 billion by 2023. Game studies programs do not only serve students with ambitions towards the thriving video game industries (which offer careers for designers, programmers, graphic artists, sound technicians, composers, writers, developers of virtual reality, augmented reality and artificial intelligence technologies, among other emerging fields). Our program will also provide training to students headed towards many other professions as well; our students are likely to be asked to navigate the game-like environments of social media, to program chatbots for their employers' websites, or to work with VR and AI applications in their medical, educational, or business fields, for example.

Academic programs in game design and game studies are thriving both nationally and internationally. Many of our peer institutions, like USC, and NYU, as well as smaller private schools in our region with whom we compete for top students, like De Paul, and Bradley, have highly ranked game studies programs that have been in place, in some cases, for decades. To date, the University of Illinois has been absent from the landscape of game-related academic programs. However, our faculty and academic units have responded to the growing need and manifest student interest in game-related topics through course development. Across our campus from the School of Information Science to Computer Science in the College of Engineering, to the Colleges of Education, Media, LAS, and FAA, departments currently offer courses that are directly or indirectly related to game design and game studies. Topics include, for example, new media and interactive narrative studies, animation, and educational technologies. Multiple units are exploring the teaching of and with virtual reality (VR), augmented reality (AR) and artificial intelligence (AI) technologies, key areas of study in game studies programs.

Although our peer institutions typically offer multiple majors in game design and game studies, our situation is unique. So many units have already begun to develop coursework across relevant areas that no single unit can "claim" game studies as their own, nor would one discipline be able to provide adequate training for their students with only their own course offerings. To be successful on our campus, a game studies program must be interdisciplinary, and it requires an agile, organizational structure that can leverage the substantial existing resources in courses, faculty expertise, and institutional infrastructure, across campus, while also identifying key areas for growth. A successful template for such a flexible academic collaboration lies in Informatics which offers an interdisciplinary PhD program and an undergraduate minor (the second highest declared minor on campus). Administration of these degrees is provided by Informatics, while its curriculum is overseen by faculty from participating units.

Notably, we are not planning this Game Studies & Design Minor as a step towards the eventual creation of a Major in the future. Rather, undergraduate students who wish to pursue Game Studies on our campus would be advised to strategically pair the Game Studies & Design Minor with whichever undergraduate major would provide them the appropriate disciplinary training for the specialization of their interest within the game-related professions (Computer Science for programmers, Art & Design for artists, Media and Cinema Studies or English for writers, Music for composers, etc...). These pairings are not programmatic (as in + programs), but advisory in nature. They will be used as a recruitment strategy, as well as a method for providing students with the training that will be most helpful for their professional aspirations in a broad and interdisciplinary industry.

INSTITUTIONAL CONTEXT

Playful by Design: Illinois Games Studies at Illinois (PbD), is a campus and CU-community-wide network that began in 2017 as a collaborative project of the Electronic Literatures and Literacies Lab, an Informatics initiative. Directed by Judith Pintar (Teaching Associate Professor, and Acting Director of the Bachelor of Science Program at the School of Information Science) and Randall Sadler (Associate Professor of Linguistics), it was funded in academic years 2017-2018 and 2018-2019, by the Illinois Program for Research in the Humanities (IPRH), now the Humanities Research Institute (HRI). Among its activities was the composition of a curriculum committee which assessed the need for academic programming in game design and game studies, strategizing on how to address this need. The PbD committee conducted research on game studies programs nationally and met with local stake-holders across campus, to assess existing resources and programmatic needs.

The vision for our program was incorporated into the Arts Task Force Report of The Next 150, the 2018-2023 campus strategic plan which included this among its suggested tasks: "Establish a game studies program that would not take the form of a centralized degree granting department, but

instead would be an interdisciplinary consortium resting upon many degrees, courses and research initiatives in multiple programs across campus." Towards this goal, the campus Investment for Growth program awarded a grant to the Games @ Illinois: Playful Design for Transformative Education, submitted by Teaching Associate Professor, Judith Pintar (director of the original IPRH Research Cluster, "Playful by Design") on behalf of Informatics, the School of Information Science, the College of Media and the College of Fine and Applied Arts. The grant was given to support the development of three degree programs in game studies with proposals in development: this undergraduate Game Studies & Design Minor, a Graduate Game Studies Minor, also being submitted at this time, and a Professional Master's Degree in Game Design, proposal still in development.

It is our hope that the campus will continue to support these goals in a future round of Investment for Growth support, specifically for a strategic cluster hire to support additional instructional support to allow for growth in games-related offerings.

The Minor program will also benefit from ongoing collaborative relationships and partnerships with many non-degree granting units across campus, including the Center for Innovation in Teaching and Learning (CITL), the Siebel Center for Design (SCD), the Spurlock Museum, the Center for Children's Books, the Beckman Institute, the Undergraduate Library, and the CU Community Fablab.

1 https://www.gamesindustry.biz/articles/2018-12-18-global-games-market-value-rose-to-usd134-9bn-in-2018
2 https://newzoo.com/insights/articles/the-global-games-market-will-generate-152-1-billion-in-2019-as-the-u-s-overtakes-china-as-the-biggest-market/
3 https://newzoo.com/insights/articles/global-cloud-gaming-market-report-consumer-engagement-spending-revenues-2020-2023/

Please include how the proposed minor requires some depth in the subject, but not as extensive as the major.

There is no major.

Is this program interdisciplinary?

No

Is this minor?

An interdisciplinary study focusing on a single theme

Academic Level

Undergraduate

Is This a Teacher Certification Program?

No

Will specialized accreditation be sought for this program?

No

Enrollment

Will the department limit enrollment to the minor?

No

Describe how the department will monitor the admission to/enrollment in the minor.

A Game Studies Coordinator/Advisor will promote the minor, advise students, and handle all aspects of enrollment.

Are there any prerequisites for the proposed minor?

No

Number of Students in Program (estimate)

Year One Estimate

300

5th Year Estimate (or when fully implemented)

1000

What is the typical time to completion of this program?

N/A

What are the minimum Total Credit Hours required for this program?

18

Delivery Method

This program is available:

Blended

Describe the use of this delivery method:

Large enrollment courses will be structured as online lectures and in-person discussion sections. Some courses may be available online only, some in-person only, and some may have both online and in-person sections.

Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor?

No

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

Yes

Please explain/describe:

A program coordinator/advisor, a part-time advisor (as needed), and at least one instructional staff will need to be hired.

Additional Budget Information

All these positions will be funded with IU revenue.

Attach File(s)

Game Studies Minor Budget Plan.pdf

Resource Implications

Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Technology

Will the program need additional technology beyond what is currently available for the unit?

No

Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/ acknowledgement from faculty, students, and/or other impacted units as appropriate.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

At present, all but a few of the courses exist. Over the several years that those courses have been developed, taught, and refined, the University Library's resources proved sufficient to support the developing programs. In our discussions with personnel in the Library, the understanding and support for popular culture, gaming, and game design includes members of the Library's faculty, with one already holding degrees in 3D Animation/ Game Design and Media Studies.

In addition to housing an extensive collection of games in the Undergraduate Library, the Library provides access to the most widely recognized, top journals in game studies. These include: ACM Transactions on Modeling and Computer Simulation, Computers in Entertainment: CIE, EAI endorsed transactions on serious games, Eludamos journal for computer game culture, Entertainment Computing, GAME: The Italian Journal of Game Studies, Games and Culture, Games for Health Journal, JMIR Serious Games, International Journal of Serious Games, Loading…, New Media & Society, Science, Technology, & Human Values, and Simulation and Gaming.

Moreover, commercial resources are supplemented by other, relevant titles that are open-access and available on-line:

Analog Game Studies – open access at https://press.etc.cmu.edu/index.php/product/analog-game-studies-volume-i/
International Journal of Computer Game Research – open access at https://gamestudies.org
Transactions of the Digital Games Research Association – open access at http://todigra.org/
Well Played – open access at https://press.etc.cmu.edu/index.php/publication-tag/well-played/

Based off of our assessment, we believe that the University Library presently provides sufficient resources to ensure that the creation of these degree programs will have minimal financial impact on current operations. Should the program expand in future years, the Library encourages its coordinators to robustly engage in discussions of any expanded support needs for Library resources and services.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

Yes

Explain how the inclusion or removal of the courses/subjects listed above impacts the offering departments.

The departments can expect enrollment in these courses (see Appendix A of the Program of Study uploaded file) to increase. Each department has approved the inclusion of their course(s) as specified in the attached Letters of Support.

Attach letters of support from other departments.

All letters.pdf

Financial Resources

How does the unit intend to financially support this proposal?

The Game Studies & Design Minor program will be a new degree program in Informatics which is hosted by the School of Information Sciences; accordingly, it will receive the same general support that the existing Informatics degree programs receive. The salaries for the Program Coordinator, administrative assistant, and specialized teaching faculty member would be supported in part by IU cost recovery from three high enrollment undergraduate courses that will be controlled by Informatics. Other core and elective courses will be staffed and funded by tenure track, specialized teaching and adjunct faculty in their home departments, which will receive the IUs. Because so many courses that support the proposed minor are taught by the faculty in the units where the courses originate, and because these courses, by design, serve their disciplinary majors, as well as Game Studies minors, the costs associated with future course development and teaching will be likewise distributed. Please see attached file for further information and charts.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

FINANCIAL RESOURCES.pdf

Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

The Game Studies & Design Minor has three main learning objectives. After completing requirements for the degree, students should be able to:

• think critically about the history, cultural meaning, social impact, ethical issues, and increasingly significant role of games, gaming, and interactive media in a diverse society.
• understand the basic principles of game design as distinct from other design traditions
• apply the logical thinking skills (computational, algorithmic, or narrative-based) sufficient to create a design document and to prototype a game, or game-like app or simulation.

These student learning objectives correspond with three assessment questions that will guide a yearly collection of data that will be used for finding answers to the following three questions:

• Can our students demonstrate a critical understanding of the history, culture, social impact and ethical issues surrounding games and gaming?
• Do our majors understand the basic principles of game design?
• Have our minors successfully developed the logical thinking skills necessary to design and prototype a game in any genre of their choosing (i.e. video games require different skills from interactive text games, from board games).

The Game Studies Program Coordinator will collect data that reflects on the success of the minor as a whole, and the fulfillment of our student learning objectives. Each core course, as well as the elective courses developed for the minor will have well-articulated individual learning outcomes, which will describe the concepts and skills to be gained in relationship to one or more of the student learning objectives. At the programmatic level, the Program Coordinator will track the number of students enrolled in the minor, students' demographic information, the distribution of students across colleges and major fields of study, courses taken, as well as post-graduate employment information, which will be used to update advising materials provided to students in the program. At the course level, various measures of student performance, and attainment of learning objectives will be used, including a self-assessment form filled out by students upon declaration of the minor, and another upon completion of the degree requirements, regarding their experience with and mastery of concepts and skills. Grades, homework assignments and class projects as well as exhibitions and presentations of student work will take place on a regular basis and will provide an additional source of data.

Evaluation of the program will take place in a two year rotation between (year one) macro-level analysis of curriculum, and (year two) a more focused scrutiny of course content/syllabi. In both years, an agile "Assessment and Action," process will occur during which assessment data will be analyzed and used to make programmatic or course changes as quickly as possible, to improve student learning in relationship to our stated outcomes. An Assessment and Action report will be prepared each Spring by the Program Coordinator, with the support of the Curriculum committee and will be shared with the Steering committee and the Director of Informatics.

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

Program of Study

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

An undergraduate minor should consist of at least 16 - and no more than 21 hours - of course work, with at least 6 hours of 300- or 400- level courses. Except clearly remedial offerings, prerequisite courses within the sponsoring unit count towards the total; prerequisite courses outside the sponoring unit do not count toward this total. The unit sponsoring the minor and that unit's college may set educationally necessary prerequisites for eligibility for the minor within these constraints. Does this proposal meet these criteria?

Yes

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

For new programs, attach Program of Study

Game Studies Minor Programmatic Detail - 24APR.pdf

Catalog Page Text

Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.

The Game Studies & Design Minor is intended to foster critical skills in academic game studies, and technical skills in game design. The minor will serve undergraduates who are interested in the study and design of games, gaming, game design and the digital, extended and virtual reality (XR/VR) and artificial intelligence (AI) technologies involved with the crafting of interactive systems and interfaces relevant to the game, film, education, and media industries, as well as a range of other emerging professions. Through this minor, students will learn to think critically about the history, cultural meaning, social impact, ethics, and increasingly significant role of games, gaming, and interactive media in a diverse society; they will develop the logical, algorithmic, narrative, and design capacities needed to make games, interactive narratives, and simulations; and they will become prepared for graduate work, if desired, on a path to pursuing a career in the game industry or in academic game studies research.

Statement for Programs of Study Catalog

Code	Title	Hours
Core Required Foundational Courses		
INFO 199	Undergraduate Open Seminar (section GSD: Intro to Game Studies & Design -- will becomeGSD 101)	
A minimum of one 100-200 level historical/social perspectives course.		
Choose from the following:		
INFO 199Undergraduate Open Seminar (section AL1: Intro to Video Game Industry, will becomeGSD 102)		
IS 199	Undergraduate Open Seminar (section SHG: Social History of Games & Gaming)	
JOUR 101	Interactive Media & You	
A minimum of one 100-200 level introductory game design course.		
Choose from the following:		
INFO 199Open Undergraduate Seminar (section BGD: The Basics of Game Design, will becomeGSD 103)		
CI 210	Introduction to Digital Learning Environments	
Elective Courses[1]		
Student must choose a minimum of three elective courses chosen from a list of approved courses.[2]		
Minimum Total Hours		**18**

[1]
The elective coursework requirement allows students either to generalize across game studies fields, or to specialize by taking elective courses concentrated in one of our nine advising pathways which correspond to different professional specializations in the game industry and in game-related academic research. The current advising pathways are Design, Programming, Education & Research, Film & Media, Music, Sound & Dance, Narrative, Play Studies, Theater, and Visual Arts. Students do not need to declare a pathway and may even elect to take courses from three different pathways if they wish a general survey of the field. Pathways do not need to be declared.

2   Students must choose a minimum of three elective courses chosen from a list of approved courses. Electives will typically be at the 300 or 400 level; however, one 100-200 level course appearing on the Required Course or Elective Course list will be accepted in fulfillment of the elective requirement. Only one experiential (independent study, studio, internship, or capstone) course will be accepted as an elective towards the minor degree.

EP Documentation

Attach Rollback/Approval Notices

Re_ Proposals EP 21119 and 21120_ Game Studies and Design Minor.pdf

DMI Documentation

Program Reviewer Comments

Deb Forgacs (dforgacs) (Mon, 05 Apr 2021 19:49:04 GMT): Rollback: Requested.
Kathy Martensen (kmartens) (Fri, 23 Apr 2021 19:48:36 GMT): Rollback: See email of 4/23/21 at approx. 2:45 p.m. RE: GSD courses.
Barbara Lehman (bjlehman) (Tue, 10 Aug 2021 18:46:40 GMT): Rollback: NEED TO FINALIZE FOR SENATE

Key: 1069

BUDGET PLAN

The proposed Game Studies & Design Minor will be administered as a new program within Informatics, an interdisciplinary degree-granting unit hosted by the School of Information Sciences. The Minor will, correspondingly, also be hosted by the iSchool, which will provide the same kinds of general administrative support that Informatics currently receives. However, just as Informatics administers and advises its existing academic programs independently, so will the Game Studies & Design Minor be independently administered by a *Steering Committee* (chaired by the Director of Informatics, but drawn from campus-level administrators and faculty from participating units), and a *Program Coordinator*. Academic oversight for the Minor will be provided by a *Curriculum Committee*, with its Chair and at least one faculty member from each of the units that are providing courses (currently the Colleges of Information Science, Education, FAA, LAS, Media, and Engineering).

This plan employs the same successful and efficient organizational and administrative structure as Informatics' existing Minor and PhD degree programs. The Program Coordinator will be responsible for the day-to-day management of the minor, for advising students, and for coordinating with academic units and their advising programs. The projected cost for a full time Program Coordinator, with one 50% FTE assistant, including an operating budget to cover basic office supplies and communications/promotions expenses, is estimated to be $120,000 (not including overhead expenses). These positions will report to the Director of Informatics. Lisa Bievenue, the Director of Informatics Programs, will take on the responsibilities for the Program Coordinator position in an acting capacity until it can be filled. We will also need to recruit and hire one specialized teaching faculty member to provide instruction for the required Introduction to Game Studies course, as well as other core and elective coursework, at the projected cost of $80,000.

Programmatic Detail

Foundational Coursework: 9 credit hours in 3 foundational courses:
A new rubric (GSD - Game Studies & Design) is being proposed simultaneous to this program proposal. Some courses listed here will become GSD Rubric courses, as indicated. This list shows our suggested numbering scheme for core courses, including cross-listed course numbers that will be instituted once the GSD Rubric is approved.

*One Required Introductory Course***:**

INFO 199 GSD (will become GSD 101): Introduction to Game Studies & Design (See Appendix C for Syllabus) This broad survey course will provide students across campus an introduction to interdisciplinary game studies, covering historical/social perspectives and game design. It will explore humanities, social science understandings of *play,* and the social contexts from which our games and gaming practices arise, as well as the development and consequences of gaming cultures. The basics of game design will also be introduced. In this course, prospective game studies minors will have an opportunity to learn more about the minor pathways, and elective coursework, as well as the game-related resources, projects, courses, and other opportunities available across campus. This course will serve as a broad introduction to issues covered in greater depth in upper-level courses.

One Required Historical/Social/Critical Perspectives Course
The foundational Historical/Social Perspectives courses (100-200 level) will guide students to begin to think critically about the history, cultural meaning, social impact, ethics, and increasingly significant role of games, gaming, and interactive media in a diverse society. Courses that will be accepted as meeting the Historical/Social Perspectives requirement may differ in their focus. They have been chosen so as to broadly cover the range of student interests but general enough to provide students with common understandings regarding the universal aspects of play and the socially constructed nature of games and gaming.

Students may choose from the following 100-200 level courses:

INFO 199 AL1 (will become GSD 102)	**Intro to Video Game Industry (See Appendix C for Syllabus)**
IS 199SHG (will be crosslisted as GSD 104)	Social History of Games & Gaming
JOUR 101 (will be crosslisted as GSD 106)	Interactive Media & You

One Required Design Course
The Design requirement gives students an introduction to design concepts and processes that will be relevant to their future work in the program. The available courses allow students to begin learning formats and platforms that are of greatest interest to their interests and ambitions. Students choose from the following courses:

INFO 199 BGD (will become GSD 103)	**The Basics of Game Design (See Appendix C for Syllabus)**
CI 210 (will be crosslisted as GSD 105)	Introduction to Digital Learning Environments

GSD 101, 102, and 103 will be high enrollment lecture courses, controlled by Informatics. These courses will ensure adequate seats for Game Studies & Design Minors in every academic year, who are seeking to fulfil core requirement. Other courses will be added to the list after approval of course learning objectives and syllabi by the GSD Minor Curriculum Committee.

Elective Coursework: 9 credit hours in 3 elective courses, two of which must be at the 300-400 level.

The elective coursework requirement allows students either to generalize across game studies fields, or to specialize by taking elective courses concentrated in one of our nine advising pathways which correspond to different professional specializations in the game industry and in game-related academic research. The current advising pathways are Design, Programming, Education & Research, Film & Media, Music, Sound & Dance, Narrative, Play Studies, Theater, and Visual Arts. Students do not need to declare a pathway and may even elect to take courses from three different pathways if they wish a general survey of the field. Pathways do not need to be declared.

Electives will typically be at the 300 or 400 level; however, **one** 100-200 level course appearing on the Required Course or Elective Course list will be accepted in fulfillment of the elective requirement. Only **one** experiential (independent study, studio, internship, or capstone) course will be accepted as an elective towards the minor degree.

The majority of listed courses listed below have already been offered or are slated to be offered for the first time in Spring or Fall 2021. Additional courses are in development and are expected to be regularly added to the list of core courses and electives.

APPENDIX A: Game Studies & Design Minor Upper-level Elective Courses, Displayed by Advising (non-conscripted) Pathway

Note: Courses may be listed in multiple pathways.
*Courses marked with * may serve **either** to fulfill a core course requirement **or** the elective requirement.*

<u>**Dance & Performance Technologies Pathway**</u>
DANC 256JT Choreographic Laboratory Intermediate
DANC 268   Music Theory for Dancers
DANC 330   Dance Documentation
DANC 400   Viewing Dance
DANC 451   Social Impact thru Arts Tech
DANC 465   Screendance
JOUR 430   Augmented and Virtual Reality
MACS 370   Cinematography and Sound Design
MACS 496   Collaboration in Interactive and Immersive Media
THEA 409   Production Management
THEA 418   Devising Social Issues Theatre
THEA 453   Theatre Sound
THEA 455   Sound Design for Video Games
THEA 456   Properties Design

<u>**Design Pathway**</u>
ART 310   Design Thinking
ARTD 318   Interaction Design
ARTD 418   Advanced Interaction Design
CI 210*   Introduction to Digital Learning Environments
CI 437   Educational Game Design
DANC 465   Screendance
GSD 103*   The Basics of Game Design
INFO 403   Top Down Video Game Design
INFO 490   Video Game Dev Process
INFO 490   Makerspace: Game Studies
INFO 490   Escape Room Design
INFO 490   Design & Programming of Narrative Games
IS 145   Mapping Inequalities: Serious Games & Simulations
IS 426   Museum Informatics
IS 490   Playful Design Methods
THEA 456   Properties Design
THEA 461   Introduction to Media Design

<u>**Programming Pathway**</u>
ARTD 418   Advanced Interaction Design
CI 437   Educational Game Design
CS 418   Interactive Computer Graphics

CS 419   Production Computer Graphics
CS 498   Video Game Development
IS 145   Mapping Inequalities: Serious Games & Simulations
INFO 490   Programming & Design of Interactive Fiction

Education & Research Pathway
CI 210*   Introduction to Digital Learning Environments
CI 437   Educational Game Design
CI 439   Critiques of Educational Technology
CI 482   Social Learning and Multimedia
CI 499   Attention Learning & Tech
CI 499   Technology Apps for Teachers
INFO 490   Makerspace: Game Studies
IS 145   Mapping Inequalities: Serious Games & Simulations
JOUR 430   Augmented and Virtual Reality
MACS 496   Collaboration in Interactive and Immersive Media

Film & Media Pathway
ADV 390   Content Creation
ARTJ 301   Manga: The Art of Image and Word
ARTJ 302   Intro to Japanese Animation
DANC 330   Dance Documentation
DANC 400   Viewing Dance
JOUR 430   Augmented and Virtual Reality
JOUR 460   Basic Video Production
MACS 323   Film/Media Production
MACS 326   New Media, Culture & Society
MACS 370   Cinematography and Sound Design
MACS 371   Editing and Postproduction for Cinema
MACS 372   Screenwriting
MACS 370   Cinematography and Sound Design
MACS 480   Advanced Filmmaking
MACS 481   Advanced Filmmaking Studio
MACS 485   Making Video Essays
MACS 496   Collaboration in Interactive and Immersive Media
MACS 496   Advanced Media Practicum

Music & Sound Technologies Pathway
DANC 268   Music Theory for Dancers
MACS 370   Cinematography and Sound Design
MUS 407   Electroacoustic Music Techniques I
MUS 409   Electroacoustic Music Techniques II
MUS 424   Musical Informatics
MUS 448   Computer Music
MUS 499   Audio Coding with SuperCollider
MUS 499   Audio Recording Techniques I

MUS 499	Critical Audio Listening for Audio Engineers (in dev)
THEA 453	Theatre Sound
THEA 455	Sound Design for Video Games

Narrative Design Pathway

ARTJ 301	Manga: The Art of Image and Word
ARTJ 302	Intro to Japanese Animation
ART 350	Writing with Video
DANC 256	Choreographic Laboratory Intermediate
DANC 451	Social Impact thru Arts Tech
ENGL 396	Games Telling Stories
FAA 499	Escape Rooms as Interactive Theatre
INFO 303	Writing Across Media
INFO 490	Design & Programming of Narrative Games
IS 145	Mapping Inequalities: Serious Games & Simulations
IS 410	Storytelling
IS 357	Data Storytelling
MACS/ 326	New Media, Culture & Society
MACS 372	Screenwriting
THEA 411	Playwrights' Workshop
THEA 418	Devising Social Issues Theatre

Games & Society Pathway

ART 310	Design Thinking
ARTD 451	Ethics for a Designer in a Global Economy
CI 437	Educational Game Design
DANC 451	Social Impact thru Arts Tech
ENGL 277	Gender in Gaming
ENGL 253	Topics in Literature & New Media
GSD 102*	Intro to the Game Industry
INFO 303	Writing Across Media
INFO 490	Makerspace: Game Studies
IS 145	Mapping Inequalities: Serious Games & Simulations
IS 199SHG*	Social History of Games & Gaming
IS 426	Museum Informatics
JOUR 101*	Interactive Media & You
MACS/ 326	New Media, Culture & Society
RST199ESF	E-sport Foundations
THEA 418	Devising Social Issues Theatre

Theater & Production Pathway

ARTS 320	Fashion and Textile Design
DANC 256	Choreographic Laboratory Intermediate
DANC 451	Social Impact thru Arts Tech
FAA 499	Escape Rooms as Interactive Theatre
IS 410	Storytelling

JOUR 460   Basic Video Production
MACS 323   Film/Media Production
MACS 496   Collaboration in Interactive and Immersive Media
MUS 448   Computer Music
THEA 409   Production Management
THEA 410   Dramaturgs' Workshop
THEA 411   Playwrights' Workshop
THEA 418   Devising Social Issues Theatre
THEA 426   History of Décor
THEA 427   Scene Painting I
THEA 428   Scene Painting II
THEA 445   Costume History I
THEA 456   Costume History II
THEA 448   Costume Crafts
THEA 455   Sound Design for Video Games
THEA 456   Properties Design
THEA 461   Introduction to Media Design

Visual Arts Pathway
ART 310   Design Thinking
ARTS 340   The Art of 3D Imaging
ART 350   Writing with Video
ART 499   Special Topics in Art
ARTJ 301   Manga: The Art of Image and Word
ARTJ 302   Intro to Japanese Animation
ARTD 318   Interaction Design
ARTD 418   Advanced Interaction Design
ARTD 451   Ethics for a Designer in a Global Economy
ARTD 499   Special Topics in Design
ARTS 320   Fashion and Textile Design
ARTS 444   Interaction II
ARTS 445   Special Topics in New Media
ARTS 499   Advanced Special Topics in Studio Art
CS 418   Interactive Computer Graphics
CS 419   Production Computer Graphics
JOUR 430 Augmented and Virtual Reality
MACS 323:   Film/Media Production
MACS 496   Collaboration in Interactive and Immersive Media

Other pathways are under consideration, anticipating game-relevant course development coming from the College of Business and Applied Health Sciences in the next few years.

APPENDIX B: Faculty List by College

Please note: this lists faculty who served on the Curriculum Committee, or were consulted for the proposal. It is not a complete list of all faculty who teach courses that are included in the minor.

AHS
   Sean Mullen, *Kinesiology & Community Health*
   Michael Raycraft, *Recreation, Sport & Tourism*

College of Media
   Christopher Ball, *Journalism*
   Robert Baird, *MACS*
   Jenny Oyallon-Koloski, *MACS*

Engineering
   Lawrence Angrave, *Computer Science*
   Eric Shaffer, *Computer Science*

Education:
   Cynthia D'Angelo, *CI*
   Robb Lindgren, *CI*
   Chad Lane, *CI*
   Michael Tissenbaum, *CI*

FAA
   Eli Fieldsteel, *Music*
   Deana McDonagh, *Art & Design*
   Lisa Mercer, *Art & Design*
   Amber Schultz, *Theater*
   John Toenjes, *Dance*

Information Sciences
   Emilie Butt, *iSchool/Fablab*
   Dan Cermak, *iSchool/Informatics*
   David Dubin, *iSchool*
   Judith Pintar, *iSchool*
   Matthew Turk, *iSchool*

LAS
   Jodi Byrd, *English*
   Randy Sadler, *Linguistics*
   Dan Steward, *Sociology*

All Game Studies & Design syllabi will provide students with the following information:

Title of Course:
Course #
Semester:
Date/Time:
Credit Hours:
Prereqs:
GenEd markers:

Instructor:
Email:
Office:
Office Hours:

Instructional Assistant(s):
Email: netID@illinois.edu
Office:
Office Hours:

Course policies
Attendance/Participation policy

Enrollment in this course includes expectation of regular attendance. If you find you must miss (or have missed) class, contact the instructor as soon as possible. Students may miss one class session with no penalty; thereafter, each unexcused absence will result in loss of points. Repeated tardiness or leaving sessions early may be considered an unexcused absence unless alternate arrangements have been made with the instructor.

Class conduct policy

Students share some of the responsibility for fostering an inclusive classroom. Students are expected to be respectful of others' perspectives and lived experiences during class discussion. Students are expected to demonstrate respect for the ideas and opinions of all other members of the class at all times.

Incomplete grades

An exceptional request for an incomplete grade is most often granted to students encountering a medical emergency or other extraordinary circumstances beyond their control. Students must request an incomplete grade from the instructor. The instructor and student will agree on a due date for completion of coursework. The student must submit an Incomplete Form signed by the student, the instructor, and the student's academic advisor to the front office: https://uofi.app.box.com/v/ISIncompleteForm Please see the Student Code for full details: http://studentcode.illinois.edu/article3/part1/3-104/

Assignments policy

All assignments are required for all students. Completing all assignments is not a guarantee of a passing grade. All work must be completed in order to pass this class. Late or incomplete assignments will not be given full credit unless the student has contacted the instructor prior to the due date of the assignment (or in the case of emergencies, as soon as practicable).

Grading Scale

94-100 = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59 and below = F

Academic Integrity

Please review and reflect on the academic integrity policy of the University of Illinois, http://admin.illinois.edu/policy/code/article1_part4_1-401.html to which we subscribe. By turning in materials for review, you certify that all work presented is your own and has been done by you independently, or as a member of a designated group for group assignments. If, in the course of your writing, you use the words or ideas of another writer, proper acknowledgment must be given (using APA, Chicago, or MLA style). Not to do so is to commit plagiarism, a form of academic dishonesty. If you are not absolutely clear on what constitutes plagiarism and how to cite sources appropriately, now is the time to learn. Please ask! Be aware that the consequences for plagiarism or other forms of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.

Statement of Inclusion

Inclusive Illinois Committee Diversity Statement

As the state's premier public university, the University of Illinois at Urbana-Champaign's core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories,

and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

Accessibility Statement

To obtain accessibility-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the [Disability Resources and Educational Services](#) (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call (217) 333-4603 (V/TTY), or e-mail a message to disability@illinois.edu.

The preceding template front-matter has been omitted in the draft syllabi for the following three courses that will be controlled by Informatics/Game Studies to fulfill core requirements for the undergraduate minor. (Other, existing and future course will also be accepted to fulfil the social/historical and design requirements).

GSD 101: Introduction to Game Studies & Design
   Required for All Students

GSD 102: Introduction to the Game Industry
   Fulfills Social/Historical Course Requirement

GSD 102: The Basics of Game Design
   Fulfills Design Course Requirement

GSD 100: Introduction to Game Studies & Design

Course Description

This broad survey General Education course will provide students across campus an introduction to interdisciplinary game studies, covering both historical/social perspectives and game design. It will explore humanities, social science understandings of *play,* and the social contexts from which our games and gaming practices arise, as well as the development and consequences of gaming cultures. This course will serve as a broad introduction to issues covered in greater depth in upper-level courses available for students pursuing a Game Studies & Design Minor.

Learning Objectives

Upon completion of this course, students will be:

1. Have insight into the way the play, games, and gaming have shaped the social world and their own lives, interests, pastimes, and social interactions.
2. Comprehend the interdisciplinary areas and key theoretical ideas understood as "game studies" and be conversant with the basic concepts associated with game design.
3. Be familiar with the available pathways in the Game Studies & Design Minor, the minor pathways, available elective coursework, game studies faculty, as well as the game-related resources, projects, courses, and other opportunities available across campus.

Course Materials

All reading assignments for this course are available through the course Moodle and Wiki. Some games will be available on the Steam platform, via Tabletop Simulator. Steam can be installed free of charge, and Tabletop Simulator costs about $20.

Grading and Evaluation

- ☐ Attendance and participation (20% of your grade)
- ☐ Thursday Wiki Assignments (20% of your grade)
- ☐ Midterm Exam worth 20% of your grade
- ☐ Personal Project worth 20% of your grade
- ☐ Final Exam worth 20% of your grade

Writing Assignments and Personal Project

All prompts for weekly writing assignments can be found on the course Wiki. These will be delivered to your personal page. Late assignments may be accepted for credit, but extensions must be requested prior to the due date. You will be given several options for your personal project, from a personal gaming biography, to a set of critical game

reviews, to a design document for a game of your imagining. Details can be found on the Wiki.

Schedule of Topics

UNIT ONE: GAME STUDIES (Across Disciplines)

Week 1: Introduction to the course

Learning Objectives: Become familiar with the syllabus, the format of the course, the Moodle and Wiki sites, and the topics that will be covered. Understand the wide range of topics, skills, and professions associated with game studies and game design.

Readings
No readings assigned. On Tuesday, class will go over the syllabus and the online learning environments in class. On Thursday, students will do break-out activities.

Wiki Assignments Due for Thursday Students make a personal wiki page, and post in Wiki Post # 1 introducing themselves to their instructors and classmates, and discussing their game interests and reasons for taking the course.

Week 2: History of Games & Gaming

Learning Objectives: The readings and lecture this week will familiarize students with the roles that games have played in human culture and societies from the ancient world through the twentieth century, and the ways that they have helped to shape advances in mathematics, philosophy, and psychology, and trends in literature and education.

Tuesday Readings:
- David, F. N. 1998. *Games, Gods, and Gambling: A History of Probability and Statistical Ideas*. Mineola, N.Y: Dover Publications.

Thursday Readings:
- *The Bomb and the Computer: Wargaming from Ancient Chinese Mapboard to Atomic Computer*

Wiki Assignments Due for Thursday Short reflective response to weekly readings on your personal history of play and games from your earliest memories to what you played (or didn't play) last night. Details for this assignment are on the Wiki

Week 3: Psychology/Physiology of play

Learning Objectives: Receive primer on theories of human motivation underlying play (the choice to hide from vs. seek playful opportunities) and scientific evidence of play's effects on the brain and body. Priority will be given to application of common

principles to cultivate a "playful mindset" and guidance for maximizing the experience of play and playful opportunities in learning environments.

Tuesday Readings
- [Animal Fun Program](#) (children mimicking animal movements)
- [Deliberate vs. Spontaneous Play](#): Same or Different?

Thursday Readings:
- Drumming ([rhythmic, coordinative/complex movement](#)) for college students
- Digital/Computerized Cognitive-Motor Training [(e.g. exergaming) with older adults](#)

Wiki Assignments Due for Thursday: Students will be given a 'license to play' with UIUC campus signs using a camera as their toy to provide an alibi and share their artistic play-photo and its meaning. Do write-up of this assignment on the Wiki, where you will find directions and full details for the report.

Week 4: Educational technologies

Learning Objectives:
Learn about different theories of how people learn and how they relate to designing games and other interactive environments. Learn about digital platforms and environments that can be used to support learning and teaching, including the role that physical and digital games can play in education as a means to engage students and help them learn a range of topics in a variety of settings. Learn about the kinds of research being done in educational research around educational technologies.

Tuesday Readings:
- How People Learn II (2018), chapter 3: Types of Learning and the Developing Brain
- 2020 EDUCAUSE Horizon Ed Tech report

Thursday Readings:
- Clark, D. B., Nelson, B. C., Chang, H. Y., Martinez-Garza, M., Slack, K., & D'Angelo, C. M. (2011). Exploring Newtonian mechanics in a conceptually- integrated digital game: Comparison of learning and affective outcomes for students in Taiwan and the United States. *Computers & Education, 57*(3), 2178-2195.

Wiki Assignments Due for Thursday Come up with an idea for an educational game to be used in a classroom environment to help students learn. Be sure to describe: the learning objectives, the grade or grade range, and the relevant learning theories that guide your design. Think about how the game will be used (individually, in small groups; amount of time students will interact with it), what other resources or tools you would need, what the students will be doing, and what the teacher's role would be throughout the activity.

Week 5: Multi-player game worlds

Learning Objectives:
Learn about theories related to the social nature of language and learning in general and how this may apply in muti-player game worlds, ranging from MMORPGs like World of Warcraft to Virtual Worlds like Second Life or Facebook Horizon. By the end of this week you will experience several different game world and explore how they might be used in telecollaborative activities between groups of student based in different locations/countries.

Tuesday Readings:
- Dooly, Melinda, (2017). Telecollaboration. In Carol Chapelle & Shannon Sauro (Eds.) *The Handbook of Technology and Second Language Teaching and Learning.* Oxford: Wiley-Blackwell. Pp 169-183.

Thursday Readings:
- Sadler, R. (2019). "Language Learning and the Virtual World." In M. Peters & R. Heraud (Eds.). *Encyclopedia of Educational Innovation*. New York: Springer.
- Dooly, M., & Sadler, R. (2019). "'If You Don't Improve, What's the Point?' Investigating the Impact of a 'Flipped' Online Exchange in Teacher Education." ReCALL.

Wiki Assignment due for Thursday:
Propose a design for a short telecollaborative exchange between students in two countries. The focus of this telecollaboration may be on language, culture, science, history, or any topic that you can think of. The key element is that it must include a topic for the exchange and also make use of a muti-player game world as the primary mode of communication during the Telecollaboration.

Week 6: Research on immersive technologies

Learning Objectives:
This week we will learn about immersive technologies such as augmented and virtual reality. You will also examine some of the immersive technology research being conducted here on campus. By the end of this week you will be able to define and explain important terms/concepts related to immersive technologies. You will also discuss, compare, and classify various kinds of immersive technologies. Lastly, you will have an opportunity try some AR or VR, and then you will relate your experiences back to what you have learned.

Tuesday Readings:
- Boas, Y. A. G. V. (2013, August). Overview of virtual reality technologies. In *Interactive Multimedia Conference* (Vol. 2013).

- Milgram, P., & Kishino, F. (1994). A taxonomy of mixed reality visual displays. *IEICE TRANSACTIONS on Information and Systems*, *77*(12), 1321-1329. (skimming is fine)

Tuesday In-Class Activity:
- "Which Reality Is It?" Game Show

Thursday Readings:
- **Ball, C**. (2020). *Naturally Mapped Locomotion: The Relationship between Common VR Movement Methods and Spatial Presence*. Presented at the International Communication Association annual meeting, Gold Coast, Australia, May 21-25.
- Huang, K., **Ball, C.**, Francis, J., Ratan, R., Boumis, J., Fordham, J. (2019). Augmented versus Virtual Reality in Education: An Exploratory Study Examining Science Knowledge Retention when using AR/VR Mobile Applications. *Cyberpsychology, Behavior, and Social Networking*. Online First. DOI: 10.1089/cyber.2018.0150.

Wiki Assignment due for Thursday:
- Setup a time before the next class to visit the Innovation Studio in the Armory to try out some VR experiences/games. (If Innovation Studio is not an option, then try out some AR apps on your phone – see Wiki for details.Write a short reflection about your VR/AR experience and related it back to the readings and lectures this week. In your conclusion, speculate about one way that immersive technologies might be used in the future to improve your life or the world.

Week 7: Critical studies: race/gender/post-colonial critique

Learning Objectives: These week we aim to build the foundation to move ourselves from viewing games as "consumer goods" to "cultural objects," allowing the level of critique and rigorous analysis that is afforded to cultural artifacts, but not often to consumer goods that are viewed as "casual". We are pulling from Zagal's framework for game's literacy, which builds off of James Paul Gee's work. Zagal identifies four elements that can be assessed in evaluating games literacy in students. You will hopefully gain a recognition of games as human-created and culturally situated artifacts, both reflecting dominant attitudes, cultures and hegemonies, as well as reifying them. Hopefully you will also show the beginnings of searching for the embedded meanings that may or may not have been intentionally included in media works.

Tuesday Readings
- Feminism in Play: Introduction: Reframing Hegemonic Conceptions of Women and Feminism in Gaming Culture (Pages 1 - 9)
- Gaming Representation: Identity, Representation, and Video Game Studies beyond the Politics of the Image

- Optional: A Call to Video Game Studies in an Age of Reanimated White Supremacy

In Class Activity: - students explore and catalog the representations in award winning and/or top-selling games from different years to see the trends and issues over time – award datasets from award websites, and industry datasets from Statista through UIUC Library. Collectively, the students are replicating the research of multiple games and media studies scholars on a much smaller scale. Using multiple datasets allows different types of comparison as well: what differences do students notice between top-rated and reviewed games by the industry, versus the top purchased?

Thursday Readings:
- Harrer, S. (2018). Casual Empire: Video Games as Neocolonial Praxis. Open Library of Humanities, 4(1), 5. DOI: http://doi.org/10.16995/olh.210
- Lisa Nakamura, "Racism, Sexism, and Gaming's Cruel Optimism," in Gaming Representation (Indiana, 2017): 245–249.
- Pick One: Selection of Readings from Woke Gaming, Feminism in Play, and Velvet Light Trap

Wiki Assignment due for Thursday: Reflect on readings, following the prompts given on the Wiki Discussion page

Thursday's Activity: Critique Roulette - Students draw a game and critique angle out of a box. Games for selection should be a combination of notable historical games as well as current popular picks. Alternatively, if they are all free games, we could require students to play them prior to class. Together, students make more robust, intersectional critiques of the selected games.

Week 8: Midterm Review & Midterm

No Assigned Readings. See Moodle for details.

UNIT TWO: GAME DESIGN (Across Media)

Week 9: Game Industry: The Good, the Bad & the Ugly

Learning Objectives: The students will become familiar with the rise of the game industry, as well as the criticisms that it has faced, and how it is attempting to address those critiques. They will also learn about the background of E-Sports and its relationship to the game industry.

Tuesday Readings:
- "How Do Games Get Us to Grind, Complete Side Quests, and Chase Achievements?" Chapter 6 in Jamie Madigan, *Getting Gamers: The Psychology of Video Games and Their Impact on the People Who Play Them,* Rowman and Littlefield, 2015.

Thursday Readings:
- Current Research and headlines regarding E-Sports, TBD.
- Watch some E-Sports and complete a Wiki Reflection. See Wiki for details.

Wiki Assignment due for Thursday: Reflect on the readings and your observations. The full prompt can be found on the course Wiki.

Week 10: Programming skills/platforms

Learning Objectives:
- The bits, bytes and milliseconds that empower video games: Be able to give explain how differences in game platforms (arcade, latest consoles, phones, PC, VR) constrain and inspire game design.
- The smoke and mirrors to fool the senses and engage the player's imagination: Be able to map game design elements of different genres to the technical components of a typical main game loop.
- The curse of Iterative development: Understand and use the playful iterative development process used to create video games. Game development is itself a technical and challenging process but is also ultimately a creative playful process. Students will be challenged to create and share a simple playful experience using a 2D web-based game engine.

Instead of readings this week, you have an assignment
1. Sign up for a free account and play a popular game on flowlab (https://flowlab.io/) e.g. Stacey (https://flowlab.io/game/play/1387250). How is the game design shaped by the platform?
2. Complete at least one tutorial to create your own game. Share the link to your game on the discussion forum. Your game should 1) include a clear objective 2) present a challenge 3) become harder or more complex as the player progresses 4) include a surprise 5) Be unique and different 6) Require at least 30 seconds to play, and not more than 60 minutes to create. 7) Not be boring. Create your game from a blank slate.

Wiki Assignment due for Thursday:
Review other student's games. Did they meet the requirements? Use the forum to discuss the development process. How did the game evolve from start to finish? What problems did you encounter? How did you address them?

Week 11: Design: Visual Storytelling & Accessibility

Learning Objectives: Students will become familiar with the making of meaning through visual narrative, with basic design concepts, and with designing for (dis)Abilities

Tuesday Readings:
- *Design is Storytelling,* Ellen Lupton

Thursday Reading:
- D McDonagh. (2015) "Design students foreseeing the unforeseeable: Practice-based empathic research methods." International Journal of Education through Art, 11: 3, pp. 421–431.
- Brown, Mark, and Sky LaRell Anderson. "Designing for Disability: Evaluating the State of Accessibility Design in Video Games." *Games and Culture* (2020).

Wiki Assignments Due for Thursday: Respond to prompts on the Wiki regarding Narrative Arc, Storyboarding, Persona and Empathy

Week 12: Design: Interactive Narrative/Media & digital storytelling

Learning Objectives: Become familiar with the history of electronic literature, in both its parser-based and hypertext format, and with some of its most well-known platforms for development. Develop a basic vocabulary of new media forms and expressions.

Tuesday Readings: Excerpts from Jimmy Maher's history of Interactive Fiction, and his blog site, the Digital Antiquarian.

Thursday Readings: Students will play short parser-based, and twine games, TBD.

Wiki Assignment due for Thursday: Complete game design tutorial in preparation for inclass activity. Details to be found on the wiki

In class activity – students will contribute to a collaborative text-based game.

Week 13: Design: Ludomusicology and Interactive Dance

Learning Objectives: Students will learn about the field of ludomusicology, the study of music's relationship to games from a humanistic and social scientific perspective, including matters related to race and gender.

Tuesday Readings:
- Jacob Smith. 2018. "I Can See Tomorrow in Your Ludomusicology," Journal of the Royal Musical Association, 143:2, 483-488.
- Herrera, Eduardo. "Masculinity, Violence, and Deindividuation in Argentine Soccer Chants: The Sonic Potentials of Participatory Sounding-in-Synchrony." Ethnomusicology 62, no. 3 (2018): 470-499.
- Gaunt, Kyra D. The games Black girls play: Learning the ropes from double-dutch to hip-hop. NYU Press, 2006. [Chapter 1]

Thursday Readings:

- Toenjes, John, Ken Beck, M. Anthony Reimer, and Erica Mott. "Dancing with mobile devices: The lait application system in performance and educational settings." *Journal of Dance Education* 16, no. 3 (2016): 81-89.
- Toenjes, John. "Composing for Interactive Dance: Paradigms for Perception." *Perspectives of New Music* (2007): 28-50.

Wiki Assignment due for Thursday Reflection on music in your lifeyou're your games, and in your relationships. Full prompt and assignment details can be found on the course Wiki.

Week 14: Production: Interactive theater, escape rooms

Learning Objectives: Understand the intersection of theatre and games including environmental design (scene, lighting, costume, sound, media), narrative, dialogue, acting, escape rooms, and interactive/immersive theatre. Be able to explain how player experience differs between live/embodied games and other game genres.

Tuesday Readings:
Selection of escape room/game theatre articles TBD

Thursday Readings:
Play online escape room game, TBD.

In class activity: Students in break-out groups will create a player experience flow for overcoming a single obstacle in an escape room. Escape room theme and obstacle will be determined by instructors. Include details of player interaction with environment, puzzle(s), and non-player characters.

Wiki Assignment due for Thursday: Reflection on the escape room readings and experience. See Moodle for Details.

Week 15: Conclusions & Review

Final Exam will be held at scheduled time.

Personal Project will be due one week from date and time of final class. Forty-eight hour extensions will be given, but must be requested *before* the due date.

GSD 101: Introduction to the Video Game Industry

Course Description

The course is designed to introduce individuals to the Video Game Industry, its history, current status, processes and future. It includes a survey of the positions and information about how to prepare to enter the Industry.

Student Learning Outcomes

- The student will get an overview of the life cycle of a project created in a "large studio"
- The student will review the social and humanitarian issues faced by the industry, how they have developed over time and how they are addressing them now and will in the future
- The student will develop an understanding of how the Video Game Industry evolved its platforms, products and pricing over time. They will understand the methods used to sell their products and why "free-to-play" is now the most common game created.
- The student will learn how technology and design have come together over time to create some of the largest entertainment projects in history.
- The student will get a survey of the Video Game Industry positions and will learn effective ways to maximize how they showcase their skills in preparation for entry into the industry.

Grading and Evaluation

- Attendance and participation worth 10% of your grade
- Weekly reading responses worth 20% of your grade
- Essay 1 worth 10% of your grade
- Essay 2 worth 10% of your grade
- Final Essay worth 15% of your grade.
- Midterm Exam worth 20% of your grade
- Final Exam worth 25% of your grade

Course Materials

All reading assignments for this course are on reserve. Games approved for the session reports will be available on the Steam platform, via Tabletop Simulator. Steam can be installed free of charge, and Tabletop Simulator costs about $20.

Required Readings
- *The Console Wars*, Blake J. Harris, Harper Collins, 2014
- *The Untold History of Japanese Game Developers,* John Szczepaniak, 2014

- *All your base are belong to us: How 50 years of video games conquered pop culture*, Harold Goldberg, Three Rivers Press, 2011
- *Extra Lives: Why video games matter*, Tom Bissell, Vintage   2011
- *Getting Gamers*, Jamie Madigan, Roman & Littlefield, 2015
- *Playing with Feelings: Video Games and Affect,* Aubrey Anable, University Of Minnesota Press, 2018
- *Book of Esports,* William Collis, Rosetta Books, 2020
- *Gaming Sexism*, Amanda C. Cote, New York University Press, 2020

Schedule of Topic

Week 1

Learning Objectives: Ooverview of the current industry and describe the life cycle of a project.

Reading for Thursday: Essential Facts About the Industry, Electronic Software Association

Reading Reflection due on the Wiki prior to Thursday's class.

Week 2

Learning Objectives: Time and the Industry (comparing diversity, process changes and social impact over time)

Reading Material: "What Does a Gamer Look Like: Games, Advertising & Diversity," Shira Chess, Nathaniel J. Evans, Joyya Baines University of Georgia

Reading Material: Getter Gamers, The Psychology of Video Games and Their Effect on People Who Play Them, Jamie Madigan: Chapter 14, Why Do We like Violent Games So Much? And Should We Be Worried That We Do?

Reading Material: Gaming Sexism: Gender and Identity in the Era of Casual Video Games, Chapter TBD.

Reading Reflection due on the Wiki prior to Thursday's class.

Week 3 & 4:

Learning Objectives: Where games come from and discussing the changes in the marketplace over time.

Supporting Material: Videos by Industry Veterans discussing positions currently active in the industry. You will find details and links on the course Moodle.

TA Moderated game play: Elite & Golden Eye

ESSAY ONE DUE: See Moodle for prompt and details.

Week 5:

Learning Objectives: Early history of video games, gaming and the industry in the United States

Reading Material: *All Your Base Are Belong to Us, Harold Goldberg. Chapter 1 A Space Odyssey*

TA Moderated game play: **Ulitma III & Metal Gear Solid**

Reading Reflection due on the Wiki prior to Thursday's class.

Week 6:

Learning Objectives: The early years of worldwide gaming. How the Japanese market was able to stimulate the west and revive the industry after the video market crash in 1982.

Reading Material: *Console Wars, Blake Harris. Chapter 62, Fork in the Road*

Reading Material: *The Untold History of Japanese Game Developers Volume 2, John Szczepaniak. Kawasaki, Takayuki*

TA Moderated Game Play: **Super Mario Brothers & Chrono Trigger**

Reading Reflection due on the Wiki prior to Thursday's class.

Week 7:

Learning Objectives: The Explosion in the US market. The growth of technology allowed for an expansion in the depth and breadth of the video game market. Similar to the mobile market, there were opportunities everywhere with many small studios popping up and the seeds of many of the biggest Video Game Companies developed during this time. These lectures will compare and contrast the growth in the US and Europe.

Reading Material: *All Your Base Are Belong to Us: Harold Goldberg. Chapter 6 The Rise of Electronic Arts*

TA Moderated Game Play: **Doom & Half Life**

Week 8:

No readings or assignments. Tuesday will be a review session, and the exam will take place on Thursday. Details can be found on the Moodle.

MIDTERM EXAM

Week 9:

Learning Objectives: Industry Expansion. This set of lectures will discuss the various platforms, their social/economic impact as well as how video games have branched out into various "non-entertainment" sectors as simulations/training aids. Readings TBD.

TA Moderated Game Play: **Ultima Underground & GTA 3**

Reading Reflection due on the Wiki prior to Thursday's class.

Week 10:

Learning Objectives: An overview of the business side of video games. This set of lectures will explain the costs of making games, the various methods used to profit from the games and the expected costs in the future. This will NOT be a deep dive into the financial methodologies, rather it will be a mid to high level discussion.

Reading Material: *Getter Gamers, The Psychology of Video Games and Their Effect on People Who Play Them, Jamie Madigan: Chapter 10, How Do Games and Apps Get You with In-Game Purchases?*

TA Moderated game play: **Mortal Combat & Command & Conquer**

Reading Reflection due on the Wiki prior to Thursday's class.

Week 11:

Learning Objectives: The future of the industry. We will explore new technologies, methodologies and marketing/selling platforms. TA moderated Game Play: Student elicited from the time period 2005 – 20.

ESSAY TWO DUE: See Moodle for prompt and details.

Week 12 through Week 15:

Learning Objectives: Working in the industry. This part should have a significant number of short videos from folks in the industry talking about their position and what it takes to get into their position

TA moderated Game Play: Student elicited suggestions from the time period 2010 - 2015 , 2 per week)

There will be no reading reflections during the few weeks of class. Students are expected to be working on their final essay, and studying for the Final Exam

The Final Exam will take place during its regular scheduled time.

The Final Essay will be due one week following the last class session.

Details for the Final Essay and Final Exam can be found on the course Moodle.

GSD 102: The Basics of Game Design

Course Description

This course will introduce you to the tools and principles of game design, as well as the history of game studies and the maker movement. You will learn some of the introductory tools and techniques for rapid prototyping along with exploring games, their history, impacts, and design.

Learning Objectives

In this class we ask you to explore yourself as a creator, maker, game designer, as well as a player. We also encourage you to look critically at games, gaming and maker movements, and communities to form your own informed opinions and values. Over the course of the semester, you will design various components of different games to put into practice the skills you learn, leading to the creation of a final prototype game project.

In this course, we hope to build together the foundations of literacy around games and game design - as described by Jose P. Zagal as having four core elements:

> "...a deep understanding of games involves having the ability to explain, discuss, describe, frame, situate, interpret, and/or position games (1) in the context of human culture (games as cultural artifacts), (2) in the context of other games, (3) in the context of the technological platform on which they are executed, (4) and by deconstructing them and understanding their components, how they interact, and how they facilitate certain experiences in players."

Expectations

This class is designed to be friendly for students who have limited technical background. We expect students to enter with at least basic computer literacy concepts and skills. Assignments will offer opportunities for all students to learn, develop, and apply new skills related to rapid prototyping, programming, and artistic expression. We're hoping you can all help each other out with your strengths and weaknesses.

We expect you to be willing and able to write. While we won't have any long essays, there will be weekly reading and writing assignments. These writing assignments are generally short (1-3 pages double-spaced) and for low point values. You will have to learn how to be concise to get all of the necessary content across in the short page length.

Self-driven exploration. You will get the most out of each assignment by being curious and trying to hack or learn more about the lab activity. Try answering questions on your own first (Google), then ask a peer, and finally your instructor or Fab Lab staff.

Workload

This course consists of both a lecture/discussion session and a lab section. There are weekly readings and assignments outside of class; it is expected that you will stay on top of readings and assignments, and that you will reach out ASAP if you fall behind. There will likely be a couple hours of lab work and reading outside of class time, and more on weeks when large projects are due. If you are very new to making or programming, you may have to spend additional time exploring and practicing what we learn in lab sessions. It would be best to plan on at least one to two hours of time practicing creation techniques and tools in the lab outside of class, so as to not get swamped when major projects are due. We know you all lead busy lives and have packed schedules, and we'll do what we can to remain sensitive to this but still ensure a productive class.

Assignments

All assignments should be double-spaced, with 12-point font. The page limits are not strict, *as long as the required concepts are covered and engaged with meaningfully and sufficiently.*

Personal Reflection

The personal reflection is to get you thinking about your identity as a game designer and game player. It is an open-ended paper to reflect on your history with games, how they have impacted you, and how you see yourself as a game designer or the types of games you want to design. **The reflection should be 2 – 4 pages.**

Readings and Resources: Annotated Bibliographies

Throughout the semester we will ask you to read articles, book excerpts, and watch videos around game studies and the fundamentals of game design. These readings and resources are to be **read or watched by the class meeting they are listed for.** There will be annotated bibliographies due each week the night before class meets. The requirements for each annotation are as follows:

· Citations for the week's resources are listed in each week's section, which can be taken from the course site.

· A short paragraph summarizing the work's important points. About 3-8 sentences will suffice. This should *not* be a re-writing of the synopsis or abstract provided by the article. Examples of annotations are included in the assignment sheet for the annotated bibliographies.

· The lowest annotated bibliography grade of the semester will be dropped.

Play Portfolios

For the Play Portfolios, you will select a game that you have not played before, that is outside your usual repertoire or comfort zone. You should spend approximately 2-3 hours playing this game, whether it be on your own, with friends, or part of an outside game night. After your play experience, you will write a brief reflection on it, looking at the game both as a game player and game designer, and what ideas it may have given you to incorporate into your own game design. There will be two play portfolios over the semester. **The minimum page count is one page.**

Mini Games

Throughout the semester, we'll engage in mini-game making activities to explore the game design tools we are learning in theory. These are not expected to be fully-realized games, but prototypes to practice and experiment with the concepts. Design will begin in class, but prototypes may have to be finished outside of class prior to playtesting.

Grading and Evaluation

- ☐ Attendance and participation worth 20% of your grade
- ☐ Personal Reflection worth 10% of your grade
- ☐ Annotated Bibliographies worth 10% of your grade
- ☐ Midterm Exam worth 10% of your grade
- ☐ Play Portfolios worth 10% of your grade
- ☐ Mini-game Projects worth 20% of your grade
- ☐ Final Exam worth 20% of your grade

Required Materials

No texts will be assigned that are not available through the university libraries, or posted to the course site. Some e-books require use of an online reader and login with netID and Active Directory password; full citation information for these have been provided so you can find them through library.illinois.edu.

Primary textbook (available through UIUC Libraries): *Games, Design, and Play*, Colleen Macklin & John Sharp.

Supplemental Texts:
- ☐ *Woke Gaming*, Kishonna Gray and David Leonard
- ☐ *Gaming Representation: Race, Gender & Sexuality in Video Games*, Jennifer Malkowski, TreaAndrea M. Russworm, et al
- ☐ *Feminism at Play: Principles of Design Hacks, Mods, and Art Storytelling and Meaning-Making in Games*

We will be working our way through the textbook and supplemental texts. Please check Moodle for specific weekly reading and homework assignments and due dates. These are the broad topics covered through the semester, and the order of assignments and exams.

Schedule of Topics

Week One: Introduction: Why games?

Week Two: The Four Elements of a Game
- ☐ Dissection Activity: Playground Games
- ☐ Making Activity: Playground Games

Week Three: History and Evolution of Games
- ☐ Activity: Dark Side of the Games Industry

Annotated Bibliography Assignment Due

Week Four: Critical Game Studies:
- ☐ Activity: Industry Representation Analysis
- ☐ Activity Reflection & Gamer Identity

Critical Games Annotated Bib Assignment Due

Week Five (Intersectional) Media Critiques, Critique Techniques
- ☐ Activity: Game Dissection and Critique

Media Critique Annotated Bib Assignment Due

Week Six: Game Design Tools
- ☐ Activity: Small Group game dissections -
  - o Identifying objectives, mechanics, challenges, actions, rules & interactions

Play Portfolio One Due

Week Seven: Prototyping and Playtesting
- ☐ Mini Game Making Activity - Obstacles and Challenges focus (Card Game)
- ☐ Mini Game Prototyping and Playtesting

Week Eight: Midterm Week

Week Nine: Educational Games
- ☐ Guest lecture on Educational Games

Play Portfolio Two Due

Week Ten:
> Player Experience/Game Dissection

Week Eleven:
> Mini Game Making Activity

Mini Game Design Document due

Week Twelve:
> Actions and Constraints activity

Progress Report Due

Week Thirteen:
> Player Experience

Progress Report Due

Week Fourteen-Fifteen:
> Playtesting and Reflecting

Board Game Prototype Due

Take Home Final Exam due at time of Scheduled Final Exam.

Jennifer,

Thank you for your note. Yes, we have planned to teach all of the core courses in AY21-22:

GSD101 (Intro to Game Studies & Design): Dan Cermak will teach in the spring as an INFO199 special topics (syllabus is included in the proposal)

For the Social/Historical/Critical Perspectives requirement,

- GSD102 (Intro to Video Game Industry) is scheduled in the fall as an INFO199 special topics (syllabus is included in the proposal
- IS 199SHG (Social History of Games & Gaming, to be a regular course in future and then cross listed as GSD104) offered Spring 2021 and is scheduled for Fall 2021 (to be regularly taught in the fall)
- JOUR 101 (to be cross listed as GSD106) is scheduled in Fall 2021

For the Game Design requirement,

- GSD 103 (The basics of game design): We are planning to offer in Spring 2022 as an INFO199, taught by Emilie Butt (syllabus is included in the proposal)
- CI 210 is already regularly offered every semester

Lisa

From: Pahre, Jennifer N <jpahre@illinois.edu>
Sent: Sunday, April 18, 2021 4:46 PM
To: Bievenue, Lisa Anne <bievenue@illinois.edu>
Cc: Knox, Emily Joyce Magdelyn <knox@illinois.edu>; Lehman, Barbara J <bjlehman@illinois.edu>; Martensen, Kathy <kmartens@illinois.edu>
Subject: Proposals EP 21.119 and 21.120: Game Studies and Design Minor

Dear Lisa,

I hope that the spring semester is winding up well for you.

I am the chair of subcommittee A of the University Senate Educational Policy Committee. The proposal to create a new Game Studies and Design Minor came to my subcommittee late last week for review. From the feedback received to date, the subcommittee is firmly in favor. It's

a great new minor, timely and useful, and we think that it will be popular.

We have one question, and as you are listed as the sponsor, I am reaching out. I'm not sure if you will have time to respond before our meeting (Monday, April 19 at 1:10), but I wanted to send this note as soon as possible. Here is the issue: if we are reading the proposal correctly, some of the core courses have not yet been created or are not ready to be taught. This could be a problem, and I would like your thoughts.

Thank you in advance for your assistance.

Best regards,

Jennie

ILLINOIS
College of Law

Jennifer N. Pahre
Director of Undergraduate Studies
Assistant Teaching Professor
University of Illinois College of Law
504 East Pennsylvania Avenue
Champaign, Illinois 61820

Pronouns: She/her/hers

FINANCIAL RESOURCES

The Game Studies & Design Minor program will be a new degree program in Informatics which is hosted by the School of Information Sciences; accordingly, it will receive the same general support that the existing Informatics degree programs receive. The salaries for the Program Coordinator, administrative assistant, and specialized teaching faculty member would be supported in part by IU cost recovery from three high enrollment undergraduate courses that will be controlled by Informatics. Other core and elective courses will be staffed and funded by tenure track, specialized teaching and adjunct faculty in their home departments, which will receive the IUs. Because so many courses that support the proposed minor are taught by the faculty in the units where the courses originate, and because these courses, by design, serve their disciplinary majors, as well as Game Studies minors, the costs associated with future course development and teaching will be likewise distributed.

Based on the increasing interest for Game Design courses currently being taught through Informatics (see Chart 1) we anticipate significant interest in this minor and its courses. Based on results of a study survey administered in the fall of 2020 with nearly 700 responses (see Chart 2), we anticipate broad interest across campus and expect at least 100 students to declare the minor as soon as it is available, and then a rapid growth rate for the following 2-3 years, until it reaches 500 students or more.
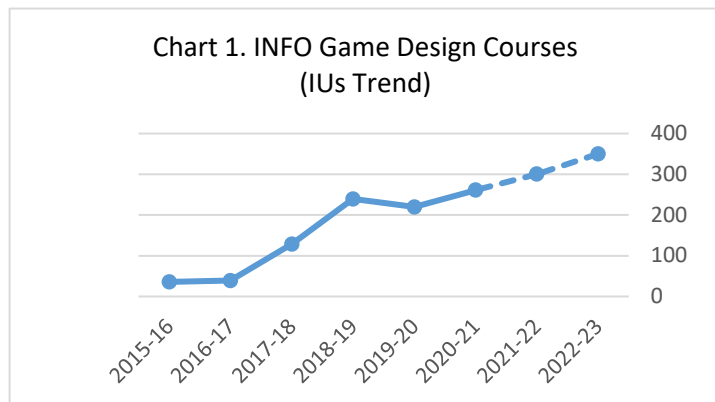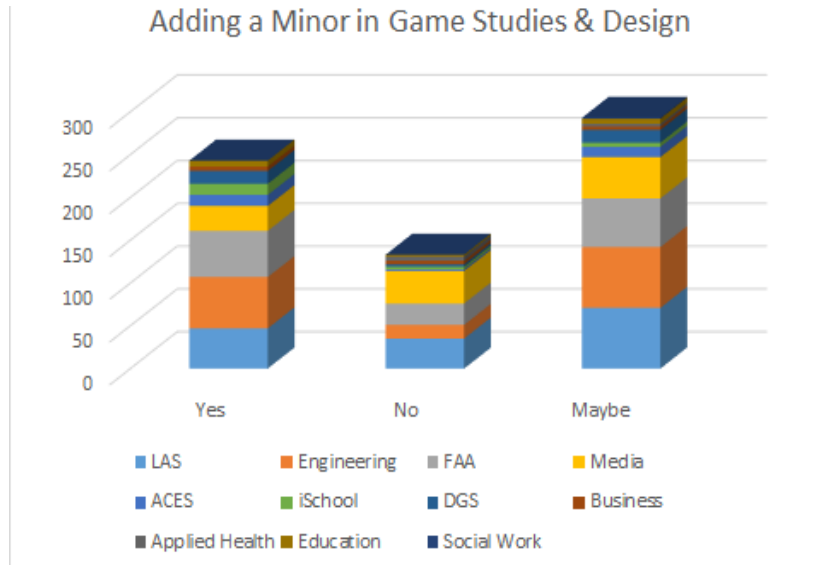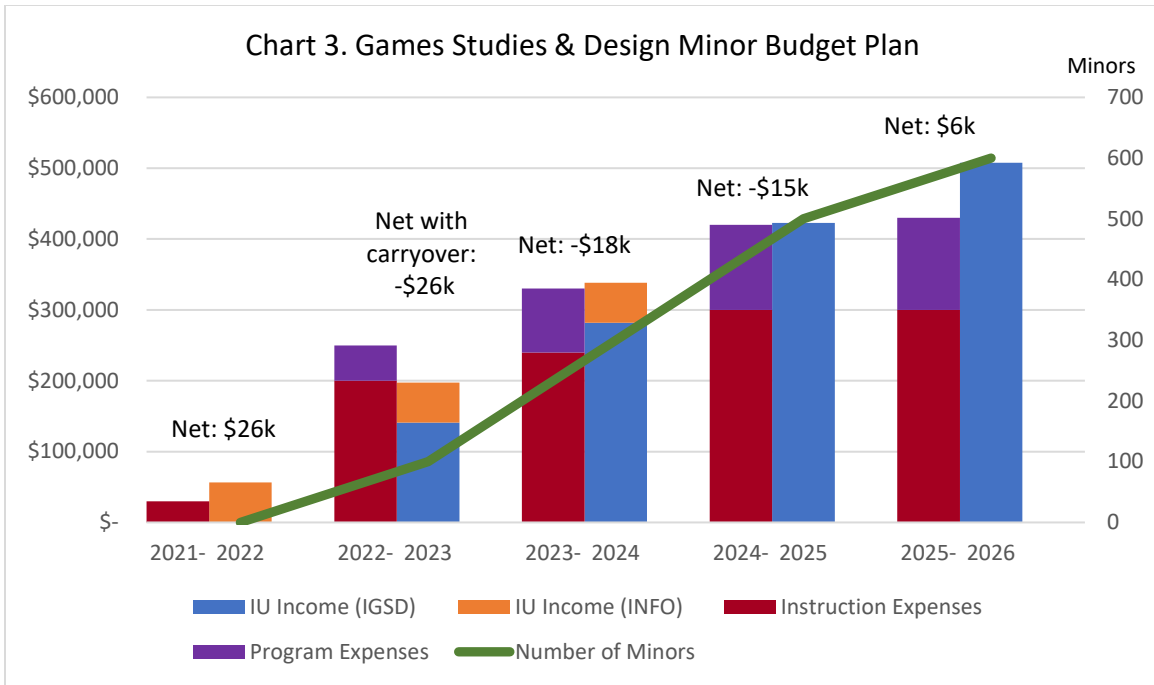

Chart 1. INFO Game Design Courses (IUs Trend)

Chart 2. Student interest in a Game Studies & Design Minor

We further anticipate additional students being interested in the core courses even if they don't declare the minor. With these projections we can anticipate enrollment in the three core courses to grow to a combined 800 students per year by 2025-26, or 2400 IUs. The following budget model (Chart 3) includes investment from INFO Game Design courses until 2024-25.

Chart 3. Games Studies & Design Minor Budget Plan

Minors

Net: $6k

Net: -$15k

Net: -$18k

Net with carryover: -$26k

Net: $26k

2021- 2022   2022- 2023   2023- 2024   2024- 2025   2025- 2026

■ IU Income (IGSD)   ■ IU Income (INFO)   ■ Instruction Expenses
■ Program Expenses   ━ Number of Minors

ILLINOIS

COLLEGE OF MEDIA

The Charles H. Sandage Department of Advertising
119 Gregory Hall, MC-462
810 S. Wright St.
Urbana, IL 61801

March 3, 2021,

To Whom It May Concern,
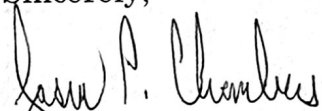
I am writing to support the following proposals:

- Establish a cross-campus Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences
- Establish a cross-campus Graduate Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences

The Charles H. Sandage Department of Advertising is prepared to make the following courses, when they are offered, available to students enrolled in these minors:

ADV 390 Content Creation

Please contact me if there are any additional questions or documentation needed.

Sincerely,

Jason P. Chambers, Ph.D.
Associate Department Head
Chair, Department of Advertising Curriculum Committee

COLLEGE OF EDUCATION

Department of Curriculum & Instruction
311 Education Building, MC-708
1310 S. Sixth St.
Champaign, IL 61820

February 15, 2021

Dear Members of the Educational Policy Committee:

I am writing to support the following proposals:

- Establish a cross-campus Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences
- Establish a cross-campus Graduate Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences

The Department of Curriculum & Instruction is prepared to make the following courses, when they are offered, available to students enrolled in these minors:

- CI 210   Introduction to Digital Learning Environments
- CI 437   Educational Game Design
- CI 482   Social Learning and Multimedia
- CI 499   Attention Learning & Tech
- CI 499   Technology Apps for Teachers (This course will get a permanent number soon)
- CI 439   Critiques of Educational Technology

Sincerely,

Sarah J. McCarthey

Sarah J. McCarthey, Professor

Department Head

DEPARTMENT OF COMPUTER SCIENCE

Thomas M. Siebel Center for Computer Science
201 N. Goodwin Ave.
Urbana, IL 61801-2302   USA

NANCY M. AMATO

Abel Bliss Professor and Head
2248 Siebel Center
namato@illinois.edu

March 29, 2021

To whom it may concern,

I am writing to support the following proposals:
- Establish a cross-campus Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences
- Establish a cross-campus Graduate Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences

The Department of Computer Science is prepared to make the following courses, when they are offered, available to students enrolled in these minors:
- CS 418   Interactive Computer Graphics
- CS 419   Production Computer Graphics
- CS 498GD   Game Development

Sincerely,

Nancy M. Amato
Abel Bliss Professor and Head
Department of Computer Science

ILLINOIS

February 16, 2021

Educational Policy Committee
Senate of the University of Illinois at Urbana-Champaign
Graduate College of the University of Illinois at Urbana-Champaign

Dear Committee Members,

I am writing in support of the new minor in Interdisciplinary Game Studies & Design through Informatics. We understand the minor "…will serve undergraduates who are interested in the study and design of games, gaming, game design and the digital, extended and virtual reality (XR/VR) and artificial intelligence (AI) technologies involved with the crafting of interactive systems and interfaces relevant to the game, film, education, and media industries, as well as a range of other emerging professions."

The field of dance has a history of exploration and innovation in these fields, so we would be very excited to support students to minor in this area. The B.A. in Dance is an interdisciplinary degree, that requires 15-18 credits in a discipline outside of dance, so this would be very feasible for our BA students to achieve within four years.

Dance Professor John Toenjes' research is in interactive media, and we have a strong program in media in relation to dance and movement, so we believe we can build strong partnerships with this program.

I highly support this program as an important step in creating more interdisciplinary pathways for our students. I encourage you to support it as well!

Sincerely,

Jan Erkert, Head, Department of Dance
erkert@illinois.edu
217-417-7006
www.janerkert.com

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

March 3, 2021

From: DUS Andrea Stevens; DGS Justine Murison; Department Head Robert Markley

Dear colleagues,

As Director of Undergraduate Studies in the department of English – and on behalf of my co-signatories named above -- I write this letter of support for an innovative new cross-campus undergraduate minor in Interdisciplinary Game Studies and Design. This program will be coordinated by faculty/staff from the Informatics Programs in the School of Information Sciences.

We furthermore support the establishment of a cross-campus Graduate Minor in Interdisciplinary Game Studies and Design, also to be coordinated by faculty from the Informatics Programs in the School of Information Sciences

The Department of English is prepared to make the following courses, when they are offered, available to students enrolled in these minors:

- ENG 396   Games Telling Stories
- ENGL 277   Gender in Gaming
- ENGL 253   Topics in Literature & New Media

Best

Andrea Stevens
Director of Undergraduate Studies, Department of English
Associate Professor of English, Theatre, and Medieval Studies
Affiliate, European Union Center
University of Illinois at Urbana-Champaign
arstev@illinois.edu

Co-signatories Prof Justine Murison, Director of Graduate Studies (jmurison@illinois.edu) Prof Robert Markley (rmarkley@illinois.edu)

February 22, 2021

Dear Members of the Educational Policy Committee:

I am writing to support the following proposals:

- Establish a cross-campus Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences
- Establish a cross-campus Graduate Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences

The School of Information Sciences is prepared to make the following courses, when they are offered, available to students enrolled in these minors:

- IS 199SHG/IGS 104 Social History of Games & Gaming
- IS 145 Mapping Inequalities: Serious Games & Simulations
- IS 357 Data Storytelling
- IS 410 Storytelling
- IS 426 Museum Informatics
- IS 490 Playful Design Methods
- IS 490 Open Source Gaming Platforms (in dev)
- IS 490 Biofeedback Games & Interfaces (in dev)
- IS 597DS Advanced topics in Data Science & Data Analytics

Regards,

Emily J.M. Knox
Associate Professor
Interim Associate Dean for Academic Affairs

COLLEGE OF MEDIA

March 3, 2021

To: Andreas Cangellaris, Provost

Re: Proposal to establish minors in Interdisciplinary Game Studies & Design

The Department of Journalism strongly supports the proposal to create undergraduate and graduate minors in Interdisciplinary Game Studies & Design. We are happy to be included in this cross-campus initiative, to be coordinated by the Informatics program in the School of Information Sciences.

Journalism is prepared to make the following courses, when they are offered, available to students enrolled in these minors:
- JOUR 101   Interactive Media & You
- JOUR 430   Augmented and Virtual Reality
- JOUR 460   Basic Video Production

Further, we anticipate being able to designate additional courses (currently under development) for inclusion in the minor in the near future.

Please do not hesitate to reach out with any questions.

Sincerely,

Stephanie Craft
Professor and Head

Educational Policy Committee
Senate of the University of Illinois at Urbana-Champaign
Graduate College of the University of Illinois at Urbana-Champaign:

I am writing to support the following proposals:

- Establish a cross-campus Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences
- Establish a cross-campus Graduate Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences

- The Department of Media & Cinema Studies will make seats available in the following courses to students enrolled in these minors:
-
- MACS 323 Film/Media Production
- MACS 326 New Media, Culture & Society
- MACS 370 Cinematography and Sound Design
- MACS 371 Editing and Postproduction for Cinema
- MACS 372 Screenwriting
- MACS 370 Cinematography and Sound Design
- MACS 480 Advanced Filmmaking
- MACS 481 Advanced Filmmaking Studio
- MACS 485 Making Video Essays
- MACS 496 Collaboration in Interactive and Immersive Media
- MACS 496 Advanced Media Practicum

Sincerely,

CL Cole, PhD
Professor and Head of Media & Cinema Studies

I ILLINOIS

COLLEGE OF FINE & APPLIED ARTS

School of Music
2134 Music Building, MC-056
1114 W. Nevada St.
Urbana, IL 61801-3859

To: Lisa Bievenue, Director
        Informatics Programs
        School of Information Sciences

March 6, 2021

Dear Director Bievenue:

I am writing to support the following proposals:

- The establishment of a cross-campus minor in Interdisciplinary Game Studies and Design, to be coordinated by Informatics Programs in the School of Information Sciences;

    and

- The establishment of a cross-campus graduate minor in Interdisciplinary Game Studies and Design, to be coordinated by Informatics Programs in the School of Information Sciences.

These proposals have been reviewed and approved by the Directors of Undergraduate and Graduate Studies at the School of Music, and the School is prepared to make the following courses, when they are offered, available to students enrolled in these minors:

- MUS 407   Electroacoustic Music Techniques I
- MUS 409   Electroacoustic Music Techniques II
- MUS 499   Audio Coding with SuperCollider
- MUS 499   Audio Recording Techniques I
- MUS 499   Critical Audio Listening for Audio Engineers

I believe that the minors proposed here have great potential to attract students to the university, and to prepare our School of Music students for additional career opportunities.

I would add, however, that while we are happy to enroll Game Studies minors in the courses listed, some of these have very limited capacity at present and are required courses for our some of our degree programs. It may be necessary at times to give enrollment priority to those students.

Sincerely,

Jeffrey Sposato
Professor and Director
School of Music

COLLEGE OF APPLIED HEALTH SCIENCES

Department of Recreation, Sport, & Tourism
219 Huff Hall, MC-584
1206 S. Fourth St.
Champaign, IL 61820

To Members of the Educational Policy Committee, Senate of the University of Illinois at Urbana-Champaign,

To the Graduate College of the University of Illinois at Urbana-Champaign,

I write to share that he Department of Recreation, Sport and Tourism supports the following proposals:

- Establish a cross-campus Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences
- Establish a cross-campus Graduate Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences

The Department of Recreation, Sport and Tourism is prepared to make the following course, when it is offered, available to students enrolled in these minors:

- RST199ESF E-Sport Foundations

If you have any questions or concerns, please do not hesitate to contact me at (217) 333-4410 or at csantos@illinois.edu.

Sincerely,

Carla Santos, Ph.D.
Professor and Department Head

ILLINOIS

COLLEGE OF FINE & APPLIED ARTS

Department of Theatre
4-122 Krannert Center for the Performing Arts, MC-072
500 S. Goodwin Ave.
Urbana. IL 61801-3741

From: Gabriel Solis, Head

To: Educational Policy Committee, Senate of the University of Illinois

4/10/2021

Re: Game Studies and Design Minors

I write as head of the Department of Theatre to acknowledge the support of the department for the development of minors in Game Studies and Design at both the graduate and undergraduate levels. Our faculty member, Amber Schultz, has been instrumental in these developments and as a department we are very excited to see this move on to the next phase.

We recognize that this is a minor that is not housed in a single department, as is traditionally the case, and see that as a strength of the program. Game studies and design is an inherently interdisciplinary practice, and the university will be at the cutting edge of this highly relevant field by instituting a truly interdisciplinary program. Theatre has a number of courses that will be central to one track through the minors, as outlined in the proposal, and we are excited by the possibilities offered by enrolling these students. We are prepared to make the following open to minors in the program when they are offered:

FAA 499	Escape Rooms as Interactive Theatre
THEA 409	Production Management
THEA 410	Dramaturgs' Workshop
THEA 411	Playwrights' Workshop
THEA 418	Devising Social Issues Theatre
THEA 426	History of Décor
THEA 427	Scene Painting I
THEA 428	Scene Painting II
THEA 445	Costume History I
THEA 453	Theatre Sound
THEA 455	Sound Design for Video Games
THEA 456	Costume History II
THEA 448	Costume Crafts
THEA 455	Sound Design for Video Games
THEA 456	Properties Design
THEA 461	Introduction to Media Design

Please let me know if you have any questions.

Best,

Gabriel Solis
Head, Department of Theatre
Professor of Music, African American Studies,
American Indian Studies, and Anthropology

FW: Game Studies course listing for letter

Mette, Alan T <amette@illinois.edu>
Fri 2/19/2021 8:32 AM

To: Bievenue, Lisa Anne <bievenue@illinois.edu>
Cc: Alan Mette <amette@uiuc.edu>; Pokorny, Melissa <mpokorny@illinois.edu>; Pintar, Judith A <jpintar@illinois.edu>

Lisa,

Hello.
Below is the support memo from Art + Design for the Ed Pol committee.
Since some of the participants in the original conversation are no longer part of our current leadership,
we have asked our current leaders for additional course suggestions. The list below reflects those
additions. Please let me know if additional information is needed.

Alan

/////

TO:

Educational Policy Committee,

Senate of the University of Illinois at Urbana-Champaign, and

Graduate College of the University of Illinois at Urbana-Champaign

FR:

Alan T. Mette

Professor and Director

School of Art + Design

I am writing to support the following proposals:

- Establish a cross-campus Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences.
- Establish a cross-campus Graduate Minor in Interdisciplinary Game Studies and Design to be coordinated by Informatics Programs in the School of Information Sciences.

The School of Art & Design is prepared to make the following courses, when they are offered, available to students enrolled in these minors:

- ART 310   Design Thinking
- ARTS 340   The Art of 3D Imaging (on the books, but not offered since Jerry Guthrie's retirement--but could be?)
- ART 350   Writing with Video (on the books, but not offered since Joseph Squiers' retirement--could be?)
- ART 499   Special Topics in Art
- ARTJ 301   Manga: The Art of Image and Word
- ARTJ 302   Intro to Japanese Animation
- ARTD 318   Interaction Design
- ARTD 418   Advanced Interaction Design
- ARTD 451   Ethics for a Designer in a Global Economy
- ARTD 499   Special Topics in Design
- ARTS 320   Fashion and Textile Design
- ARTS 444   Interaction II
- ARTS 445   Special Topics in New Media
- ARTS 499   Advanced Special Topics in Studio Art