

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

Instruction: See Course and Program Development Policy and Procedures

SHORT TITLE OF PROPOSAL: Games, Simulations, and Society

COURSE # 460 *CDSC 460*

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ITEM OF ACTION (check appropriate boxes)		APPROVAL SEQUENCE (see box 4 below)	DOCUMENTS REQUIRED (see box 5 on back)	INFO COPIES (see 2 on back)
<input type="checkbox"/>	1 Experimental Course <sup>1</sup>	AC	NOP	
<input type="checkbox"/>	2 Course Title	ABCD	NO	
<input type="checkbox"/>	3 Course Credits	ABCD	NO	
<input type="checkbox"/>	4 Course Number	ABCD	NO	
<input type="checkbox"/>	5 Course Level	ABCD	NO	
<input type="checkbox"/>	6 Deactivate a Course	ABCDEF	NO	a, b
<input type="checkbox"/>	7 Pre & Co-Requisite	ABCD	NO	a, b
<input type="checkbox"/>	8 Course Content	ABCD	NOP	a, b
<input checked="" type="checkbox"/>	9 New Course	ABCDEF	NOPQ	a, b
<input type="checkbox"/>	10a Certificate Program (ug/g) exclusively within existing degree program	ABCDEFHJL	NOQ	a, b, d
<input type="checkbox"/>	10b Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	ABCDEFHIK	NOSR, 6	a, b, d
<input type="checkbox"/>	11a UG Concentration (exceeds 24 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	11b Masters Concentration (exceeds 12 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	11c Doctoral Concentration (exceeds 18 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	12 Program Requirements	ABCDEF	NO	a, b, d
<input type="checkbox"/>	13 Program Title	ABCDEFGHIK	NO, 5	a, b, c, d
<input type="checkbox"/>	14 Off-Campus Deliver of Existing Program	ABCDEFHJK	NO, 4	a, b, c, d
<input type="checkbox"/>	15 Closed Site Program	ABCDJL	NOT	a, b
<input type="checkbox"/>	16 Program Suspension <sup>9</sup>	ABCDEGJL	NOQ	a, b, c, d
<input type="checkbox"/>	17 Program Termination	ABCDEFHJL	NO, 10	a, b, c, d
<input type="checkbox"/>	18 Degree Program	ABCDEFGHIK	NOQRS, 3,8	a, b, c, d
<input type="checkbox"/>	19 New Center	ABCDEFGH		
<input type="checkbox"/>	20 Other	Varies	Varies	Varies

Box 4: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Department	Chair: <i>Nancy Ogden</i>	<i>Nov. 2, 2005</i>
B Final faculty review body within each school	Chair: <i>Margaret J. Potthast</i>	<i>12-14-05</i>
C College Dean	Dean: <i>[Signature]</i>	<i>12/19/05</i>
D Provost and Senior Vice President for Academic Affairs	Provost: <i>[Signature]</i>	<i>1/5/06</i>
E Curriculum Review Committee (UFS subcommittee)	Chair: <i>[Signature]</i>	<i>1/11/06</i>
F University Faculty Senate	Chair:	
G University Council <sup>11</sup>	Chair:	
H President	President::	
I Board of Regents – approval		
J Board of Regents – notification only		
K MHEC – approval		
L MHEC – notification only		
M Middle States Association notification	Required only if the mission of the University is changed by the action	

Box 5: DOCUMENTATION (check boxes of documents included)					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input checked="" type="checkbox"/>	Q. Full Description/Rationale	<input type="checkbox"/>	T. Contract
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Full 5-page MHEC Proposal	<input type="checkbox"/>	U. Other
<input checked="" type="checkbox"/>	P. Syllabus	<input type="checkbox"/>	S. Financial Tables	<input type="checkbox"/>	

1. Approval automatically lapses after two offerings unless permanently approved by Action 9
2. Codes: a) Director of Library Services (Langsdale or Law) b) College Dean c) Planning Office d) EMSA
3. Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
4. One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services \*
5. One-page letter with description and rational \*
6. One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. \*
7. Learning objectives, assessment strategies; fit with UB strategic plan
8. Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal
9. Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.
10. Provide:
  - a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - b. proposed date after which no new students will be admitted into the program;
  - c. accommodation of currently enrolled students in the realization of their degree objectives;
  - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - e. reallocation of funds from the budget of the affected program; and
  - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

\* Required by MHEC

**DOCUMENT O – SUMMARY PROPOSAL**

College: Liberal Arts	Department: Information Arts and Technologies	Cost Code:
Contact Person: Kathleen Harmeyer	Phone: 5473	Effective Semester: Fall, 2006

O-1: Briefly describe what is requested:  
 Create new course in the SDE BTPS program.

For new courses or changes in existing courses (needed by Registrar):

New Title: Sims, Games and Society <i>GAMES, SIMULATION and Society</i>	Title #: 460	Credits: 3
Course Abbreviation: Sims, Games Soc. <i>GAMES, SIM, SOC</i>		
Old Title:	Title #:	Credits:

O-2: Set forth the rationale for the proposal:  
 Games and Society is a core topic for the Curriculum Framework for The Study of Games and Game Development from the International Game Developers Association. The framework suggests that successful members of the game development community would "understand how games reflect and construct individuals and groups."

O-3 Resources Needed:  
 No additional resources are required to support this proposal.

	Personnel	Equipment	Expendables	Facility Costs	TOTAL COSTS
Start-up First Year	\$	\$	\$	\$	\$
Annual Thereafter	\$	\$	\$	\$	\$

Indicate probable source of additional funds, if needed:

O-4 Impact including OTS and Library resources (Complete a or b)

a) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objects to the proposal as currently submitted. The units contacted were:

Laugsdale and OTS

*Nancy Jensen* Department Chair Signature      *NW 5, 2005* Date

b) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:

\_\_\_\_\_

\_\_\_\_\_ Date

## DOCUMENT P: COURSE SYLLABUS

Date prepared: 11/19/2005  
Prepared by: Kathleen Harmeyer  
Department: Information Arts and Technologies  
Course Number: COSC 460  
Course Title: Games, Simulations, and Society  
Credit Hours: 3.0  
Prerequisites: COSC 320 Game Concept and Design  
Catalog Description: This course examines the nature of games and how they are framed by and impact individuals and groups. Topics include scholarly work on online economies and community building, fan cultures and their creative reworking of game content, the role of play in human culture and the relationships between online and offline identity, as well as psychological facets of games.

Class Size: 24  
Content Outline:

1. Player and Effects
  - a. Gaming Demographics
    - i. Gender and diversity
    - ii. Childhood, education, and child development
    - iii. Evolution of play with age
    - iv. Understanding the choices and patterns of buyers and players
  - b. The "Cultures" of Gaming
    - i. Pop Culture: Games ad icons and cultural artifacts
    - ii. Fan Culture: Game communities and the people who inhabit them
    - iii. Mass Culture: Cultural dialog about games
2. Experience of Play
  - a. Historical aspects
  - b. Social aspects
  - c. Emotional aspects
  - d. Cognitive aspects
  - e. Psychological aspects
  - f. Human/machine interaction
  - g. Uses of games in medical training, therapeutic, and other non-entertainment applications

Learning Goals: Students will be able to

1. Analyze how games reflect and construct individuals and groups.
2. Use online and print based tools to research social implications.

Assessment Strategies:

1. Assignments that locate and record data about simulations, games, and society
2. Game community analysis project
3. Final examination

Required Text: Mark J.P. Wolf (Editor), Bernard Perron (Editor). *The Video Game Theory Reader*. Taylor & Francis, Inc. 2003. ISBN: 0415965799

Course Fee: LAB FEE REQUIRED

## DOCUMENT Q: FULL DESCRIPTION/RATIONALE

### Games, Simulations, and Society

This course examines the nature of games and how they are framed by and impact individuals and groups. Topics include scholarly work on online economies and community building, fan cultures and their creative reworking of game content, the role of play in human culture and the relationships between online and offline identity, as well as psychological facets of games.<sup>1</sup>

The International Game Developers Association, the premier professional organization for those employed in the computer game industry, has published a framework for developing curriculum in game related academic programs. Prepared by a joint collaboration with industry specialists and academic curriculum developers, this document details content for courses and capabilities desired in graduates of a game studies bachelors' degree.

Games and Society is a core topic for the "Curriculum Framework for The Study of Games and Game Development." The framework suggests that successful members of the game development community would "understand how games reflect and construct individuals and groups. Found here are issues of representation, ideology and rhetoric as they relate to gaming."<sup>2</sup>

The study of games, and their companion technology computer simulations, and how they influence and are influenced by society requires a great deal of research and higher level processing that is appropriate for seniors to engage to inform the development of new games including the games that aim to shape society.

At the end of this course, students will be able to analyze how games reflect and construct individuals and groups, and use online and print based tools to research social implications. To accomplish this they will engage in such activities as develop assignments that locate and record data about simulations, games, and society, produce a game community analysis project.

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<sup>1</sup> Church, Doug, et. al. "IGDA Curriculum Framework, the Study of Games and Game Development."  
Hypertext reference: [www.igda.org/academia/IGDA\\_Curriculum\\_Framework\\_Feb03.pdf](http://www.igda.org/academia/IGDA_Curriculum_Framework_Feb03.pdf). Version 2.3. 2003.

<sup>2</sup> Ibid. p. 7.