A. **TITLE**: eSports Governance

B. **COURSE NUMBER**: ESPT 210
C. **CREDIT HOURS:** Three lecture hours per week for 15 weeks (3 credits)

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Spring

G. **COURSE DESCRIPTION:**
This course introduces students to governing bodies and regulatory structures of eSports organizations. Students explore the structure and function of eSports governing bodies, including but not limited to: BEA, ESL, IESF, NACE, and NEA. Students also explore player bill of rights, rule sets, and conference governance structures for leagues, including but not limited to CDL, OWL, and LCS.

H. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): ESPT 100 Introduction to eSports Management and BSAD 201 Business Law
   b. Co-requisite(s): None
   c. Pre- or co-requisite(s): None

**STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify and discuss current and past governance bodies and practices</td>
<td>2</td>
<td>none</td>
<td>2 [IA]</td>
</tr>
<tr>
<td>b. Examine the structure and key stakeholders in eSports governance at various levels of competition</td>
<td>2</td>
<td>none</td>
<td>2 [IA]</td>
</tr>
<tr>
<td>c. Explore and differentiate between traditional sports and eSports governance</td>
<td>2</td>
<td>none</td>
<td>2 [IA]</td>
</tr>
<tr>
<td>d. Explore current governance practices and discuss opportunities for growth and improvement</td>
<td>2</td>
<td>none</td>
<td>2 [IA]</td>
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</tbody>
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**KEY**

<table>
<thead>
<tr>
<th>ISLO #</th>
<th>Institutional Student Learning Outcomes [ISLO 1–5]</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ISLO &amp; Subsets</td>
</tr>
<tr>
<td>1</td>
<td>Communication Skills</td>
</tr>
<tr>
<td></td>
<td>Oral [O], Written [W]</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
</tr>
<tr>
<td>3</td>
<td>Foundational Skills</td>
</tr>
</tbody>
</table>
I. Brief History of eSports Governance
   A. Traditional Sports vs. eSports Governance
   B. eSports Tiers
      i. Professional eSports
      ii. Amateur eSports
      iii. Collegiate eSports
      iv. High School eSports
   C. Current Trends
   D. Contemporary Issues in eSports Governance

II. Governing Bodies: Past and Present
   A. NACE
   B. TESPA
   C. WESA
   D. NEA
   E. BEA
   F. IESF
   G. TESPA

III. Self-Regulated Professional Leagues
   A. CDL
   B. OWL
   C. LCS
   D. Other Publisher Managed Leagues
IV. Professional eSports
   A. Top Games
   B. Leagues
   C. Players
   D. Owners
   E. Regulations and Governance

V. Amateur eSports
   A. Top Games
   B. Competitive Platforms
   C. Players
   D. Business Entities
   E. Regulations and Governance

VI. Collegiate eSports
   A. Leagues
   B. Players
   C. Higher Education Institutions
   D. Regulations and Governance

VII. High School eSports
   A. Leagues
   B. Players
   C. Secondary Education Institutions
   D. Regulations and Governance
   E. Special Considerations
      i. Special considerations: eSports Curriculum and Competition in Public Schools
      ii. Entertainment Software Ratings Board (Board ESRB)
      iii. eSports and Minors

VIII. Future of eSports Governance
   A. Traditional Collegiate Sports vs. eSports Governance
   B. Opportunities for Growth and Improvement

Q. LABORATORY OUTLINE:
   None