

STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK



MASTER SYLLABUS

ESPT 210 – ESPORTS GOVERNANCE

Created by: Nicholas Kocher

SCHOOL OF BUSINESS AND LIBERAL ARTS

SPRING 2021

- 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 I
- b. Co-requisite(s): None
- c. Pre- or co-requisite(s): None

• **STUDENT LEARNING OUTCOMES:**

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

<b>KEY</b>	<b><u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u></b>
<b>ISLO #</b>	<b>ISLO &amp; Subsets</b>
<b>1</b>	<b>Communication Skills</b> Oral [O], Written [W]
<b>2</b>	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
<b>3</b>	<b>Foundational Skills</b>

	<i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
<b>4</b>	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
<b>5</b>	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. **APPLIED LEARNING COMPONENT:** Yes \_\_\_\_\_ No   x  

K. **TEXTS:** none/OER materials

L. **REFERENCES:** none

M. **EQUIPMENT:** Flex Technology Classroom

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Assignments  
Class Participation  
Quizzes  
Exams

P. **DETAILED COURSE OUTLINE:**

- 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