Proposal for BDIC Major

Student Information:

Name: [Redacted] SPIDE ID: [Redacted]
Permanent Address: [Redacted]
UMass E-Mail Address: [Redacted] (@umass.edu)
Cell Phone: [Redacted]
Concentration Title: Video Game Development

Do you give BDIC permission to show your proposal as a sample to prospective students?

Yes [x] No [ ]

Sponsor Approval:

Sponsor (print): [Redacted] Russworm
Campus Phone: 5-5514
Academic Dept: English
College: Humanities & Fine Arts
Campus Address: 463 North Hall
E-Mail Address: [Redacted]
Signature: [Signature] Date: 11-23-15

FOR OFFICE USE ONLY:

[ ] Cover Sheet, signed by Sponsor
[ ] Curriculum Proposal Sheet
[ ] Academic Contract
[ ] Current Unofficial Transcript
[ ] SOM Course Memorandum
[ ] Civ-X Sign-off Sheet

BDIC Peer Advisor (print): [Redacted]
Signature: [Signature] Date: [ ]

BDIC Assistant Director (print): [Redacted]
Signature: [Signature] Date: 11-29-15

BDIC Faculty Supervisor (print): [Redacted]
Signature: [Signature] Date: 11-24-15

According to the curriculum provided here, does this program require a foreign language?

[ ] Yes [x] No

Supervisor’s Signature: [Redacted]
ACADEMIC CONTRACT

As a prospective BDIC student, I acknowledge the following guidelines and requirements of the program:

1. Successfully complete the one credit course, BDIC 396P, and submit a proposal that is accepted by a Faculty Supervisor.

2. Completion of at least twelve upper level (numbered 300 or above) 3-credit courses totaling at least 36 credits in the area of concentration, with a minimum grade of “C.”

3. Completion of either: BDIC 496C, a Junior Year Writing class from a different department that fulfills all of the Junior Year Writing requirements, or an Honors Thesis/Project.

4. Completion of BDIC 394I, Integration and Innovation (BDIC’s IE course), or a class from a different department that fulfills the Integrative Experience requirement.

5. Completion of the Foreign Language requirement if required by your faculty supervisor. FL requirement dependent on area of concentration.

6. Commit to at least four semesters in the program. The semester a student is in the Proposal Writing class is considered the first semester in BDIC. A semester is counted if two or more upper level courses related to the concentration are taken and listed on curriculum.

7. All changes to the curriculum plan (using the “Changes to Concentration” request form) must be submitted to the student’s BDIC Supervisor with the SPONSOR signature already on it. Forms must be submitted during the semester in which the classes are taken. Changes submitted after the last day of classes in any given semester will not be accepted.

8. Submit a Senior Summary and one-page Abstract during the last semester in the program. Both documents must be turned in by November 15th for February grads, April 1st for May grads, and September 1st for October grads.

9. Meet at least once per semester with Faculty Sponsor and BDIC Supervisor.

10. Agree to include no more than three retroactive courses from no earlier than the semester previous to the one in which you are enrolled in BDIC 396P, Proposal Writing. Any additional retroactive classes inadvertently included in the proposal will automatically be removed from the curriculum plan.

11. Periodically check your ARR and contact the Office with any issues. It is your responsibility to check your requirements.

I further understand that my acceptance into BDIC is conditional upon acceptance of my Proposal, and the completion of my degree is provisional upon following the above guidelines.

______________________________  _______________________________
Student’s Signature               Student’s Printed Name

11/22/15

Date

Rev 06/14
Isenberg Course Memorandum

Memo to: All BDIC students who may include any Isenberg School of Management courses in their proposal.

Courses in the Isenberg School of Management are often overenrolled. For this reason, it has become necessary to emphasize the following points:

1. BDIC majors may include a maximum of four courses from the Isenberg School of Management in their BDIC program. This includes any courses numbered 301 and higher. Students will not be enrolled in any courses if they have not met the pre-requisite for that course.

2. Being a BDIC major does not guarantee you admission to any Isenberg course. BDIC students are not precluded from enrolling in Isenberg courses, but they have the same priority as students from non-Isenberg departments.

3. Isenberg professors will not accept the plea that you need a specific course for graduation, etc. any more than they would accept such a plea from one of the other non-Isenberg majors.

4. Therefore, for each Isenberg course that you include in your BDIC proposal, it is your responsibility to list an alternative non-Isenberg course and be prepared to take it should you not be able to enroll in your first choice. Alternative courses can be taken through Continuing Education, in another department at UMass, and/or at another college or university. However, even at another college or university, the substitute courses must be outside that college or university’s management department.

5. The following courses will not be accessible to BDIC students: Sch-mgmt 310, 312, 314, 315, 390A and 390S (which are any of the Sch-Mgmt communication courses), Marketing 412, Management 397A, or a capstone course such as Sch-Mgmt 494BI, Ht-Mgt 433, 444, 455, and SportMgt 494PI. NO EXCEPTIONS.

I have read and understood the above policy.

[Blank space for signature]

Student’s Signature

[Blank space for printed name]

Student’s Printed Name

[Blank space for date]

Date

Rev 06/14
Video Game Development

Educational Goals

Essentially, Game Development is the art of producing engaging interactive experiences. I want to create these experiences and enter into the modern video game development industry. To do this I need a grasp of art and computer science skills, as well as the knowledge of the inner workings of the human mind so that I can engage and entertain those who play my games. And so, I will be taking English, computer science, and psychology classes, as well as some other classes that will contribute to filling out the knowledge I need to be an effective game developer. In addition I am taking independent study sessions in order to have time set aside to work on projects and apply the skills I am attaining in my classes.

A computer science major would be the closest analog to a Video Game Development major, however they are mostly centered on computing and on developing software. This means that they include a huge mathematic requirement to be successful, as, generally, most software involves a lot of computing of numbers. Focusing on this aspect of the computer world will not help me reach the goals I have for creating engaging games. Instead I am taking Psychology courses so that I may get into the minds of my players and create engaging mechanics. I am also taking English department classes that apply to writing stories and textual information and, of course, I am taking Computer Science courses that will enable me to do the coding work that is inherent and integral to creating digital games.
Experiential Background

I have always had a love for video games. Since age 3 I watched my father play games; it has always been a hobby of his, and it passed on to me as soon as I could understand how to use the keyboard and mouse. It became a lifelong interest, and it wasn't long until I was getting attuned to the inner workings and background logic of the games I was playing. I soon began to dream of creating my own games, and even attended a video game creation summer course at Brown University when I was 12.

For a while I toyed with the idea of going to school for game design, or game programming, but after some intense urging from an advisor, decided to go the arguably safer route and pursue computer science specifically. I was a bit dejected, but when I entered UMass an undeclared freshman I excitedly began working towards entering into the school of computer science. The programming was exceedingly enjoyable; I was elated to have found such a passionate interest. More and more I thought about what I wanted to do with this skill I was passionate about. I learned over time that the software I wanted to make with programming and the software that the Comp Sci department aims to prepare its student body to produce are not one and the same.

After taking some time to think about what I wanted in between semesters in the winter and, later, in between school years in the summer, I decided that I didn't want to get shackled in to a skill-set that did not speak to me. I shifted more and more back to the idea of making games, and consumed more and more literature and media surrounding the practice. After a few conversations with family members and friends, I decided to follow my passion and pursue the kind of work and studies that truly interest me. I found my answer in BDIC and quickly researched and entered the program.
Continuing Aims

Post graduation, I intend to enter into the field of game development. There are a number of paths into the industry, and I think I could, with the experience from the BDIC curriculum I have designed and an internship I currently have lined up already, find my way into any one of them. A large amount of interest in candidates for hires in this field depend on a portfolio of work, not as much on an academic background, so applying the concepts I absorb along my journey through my BDIC curriculum to a number of impressive projects will be sure to be crucial in filling out my resumé. It is for this reason that I will start an independent, one man studio once I get my feet wet and release a few small projects into the market, likely as free downloads.

By starting small, I can get feedback and improve my work with a low risk, and may get noticed and picked up by a larger company, perhaps even one of the giants in the industry: Valve, EA Games, Ubisoft, Nintendo, Bethesda, etc. If my work improves to a significant degree and I find myself working with other artists, programmers, etc. often, I could also start a larger studio of my own, and work on medium-sized projects for a more niche audience than the giants.

Independent Studies

BDIC396A: Independent Study

BDIC396B: Independent Study

I intend to take two semesters of independent study classes. During the first semester of my studies I will take an independent study class in order to work on self-teaching crucial skills involved in the production of developing games. These skills include the navigation and use of game engines, simple graphical familiarity, and specific
theory involved in game interaction. By developing a game during my independent study, I can both learn and apply these skills, which will actually help to focus every class I take that comes afterwards and allow me to directly apply content I learn during my studies to the work I would have done in this independent study as well as projects I intend to work on along the way in my free time.

During my second independent study I will be producing another game project, but by giving myself time as part of my school schedule I will be able to work on a more ambitious project. The ideal situation here, and my intention, is that the game I produce during my second independent study is of a high enough quality to be included in a portfolio and independently published for free consumption.

Faculty Sponsor

Trea Andrea Russworm is an assistant professor in the English Department here at UMass. She possesses an AB from Brown University, as well as an AM and her PhD from the University of Chicago. She has a wide array of research areas and interests, including American Literature, Theory and Culture, and Digital Humanities and Media. Her teaching interests, especially, encompass a lot of what I want to do for my concentration, as Professor Russworm teaches some of the few classes that touch on the subject of video games in all of UMass.

When I met with Professor Russworm she was friendly and interested in my prospective work. She offered some suggestions for my curriculum and talked a bit about the BDIC students she had undertaken in the past. Through her suggestions regarding my class choices, I think she will help me talk a more interesting, cultural angle for my major in addition to the directly production-based classes I am currently taking.
**BDIC Curriculum Proposal**

**Name:**

**Spire ID:**

**YOG:**

**Concentration Title:** Game Development

**Primary BDIC Curriculum:** The following 12 courses comprise the Core Curriculum for your BDIC Concentration. These courses must be 300+ level and at least 3 credits each. This curriculum must be completed across four semesters at the University with at least two courses completed in each semester. The ‘BDIC 396P Proposal Writing Course’ and the ‘BDIC 496C Junior Year Writing Course’ should not be included on this Curriculum Form.

**Semester I: Spring / Fall / Summer 2016**

<table>
<thead>
<tr>
<th>Course Department</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
<th>Exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDIC</td>
<td>396A</td>
<td>Independent Study</td>
<td>3</td>
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<tr>
<td>English</td>
<td>302</td>
<td>Studies/Textuality &amp; New Media</td>
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**Semester II: Spring / Fall / Summer 2016**

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<td>Usability</td>
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<td>Override</td>
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<tr>
<td>Arch</td>
<td>300</td>
<td>Design 1</td>
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**Semester III: Spring / Fall / Summer 2017**

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<tbody>
<tr>
<td>Psych</td>
<td>315</td>
<td>Cognitive Psychology</td>
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<td>Majors</td>
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<td>English</td>
<td>354</td>
<td>Creative Writing</td>
<td>3</td>
<td>Pre-Reqs</td>
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<tr>
<td>Journalism</td>
<td>333</td>
<td>Intro to Visual Storytelling</td>
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Rev 10/2014
### Semester IV: Spring / Fall / Summer 2017

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<th>Exception</th>
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<tr>
<td>BDIC</td>
<td>396B</td>
<td>Independent Study</td>
<td>3</td>
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<tr>
<td>English</td>
<td>355</td>
<td>Creative Writing Fiction</td>
<td>3</td>
<td>Pre-Reqs</td>
</tr>
<tr>
<td>Psych</td>
<td>320</td>
<td>Learn &amp; Think</td>
<td>3</td>
<td>Pre-Reqs</td>
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### Semester V (if needed): Spring / Fall / Summer 2018

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<th>Course Department (Hampshire College)</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
<th>Exception</th>
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<tbody>
<tr>
<td>CogScience</td>
<td>319</td>
<td>Interdisciplinary Game Project</td>
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<td>CompSci</td>
<td>320</td>
<td>Software Engineering</td>
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### Supporting Courses:
While the following courses do not count directly towards your BDIC Concentration, they demonstrate the substance and depth of your Concentration. Supporting courses may come from any department, be any level, carry any credit value, and include any relevant prerequisite courses. Students can modify their list of supporting courses as they please without approval from their sponsors, advisors, or the BDIC Office. If you wish to move a supporting course to your primary Curriculum, you must submit a “Changes to Concentration” form.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Course Department</th>
<th>Course Number</th>
<th>Course Title</th>
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<tr>
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<td>Fall</td>
<td>2016</td>
<td>Psych</td>
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<td>Meth Inqy in Psychology</td>
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<tr>
<td>Fall</td>
<td>2016</td>
<td>English</td>
<td>200</td>
<td>Intensive Lit Studies</td>
<td>4</td>
<td>Majors</td>
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Rev 10/2014
# Unofficial Transcript

**Beginning of Undergraduate Record**

**Fall 2014**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Term GPA</th>
<th>Cum GPA</th>
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<tbody>
<tr>
<td>CMPSCI</td>
<td>Intro Problem Solving W/Comp</td>
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<td></td>
</tr>
<tr>
<td>ENGLWRT</td>
<td>College Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISTORY</td>
<td>Intro to World Religions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>Alg/Analy Goom/Trig</td>
<td></td>
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<tr>
<td>UNIVRSTY</td>
<td>OASIS First-Year Seminar</td>
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**Term Totals**:  

**Cum Totals**:  

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**Spring 2015**

<table>
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<th>Description</th>
<th>Term GPA</th>
<th>Cum GPA</th>
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<tbody>
<tr>
<td>CHEM</td>
<td>Gen Chem-Sci</td>
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<td></td>
</tr>
<tr>
<td>CMPSCI</td>
<td>Programming w/Data Structures</td>
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<td></td>
</tr>
<tr>
<td>MATH</td>
<td>Calculus I</td>
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<tr>
<td>THEATER</td>
<td>Drama and the Media</td>
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**Term Totals**:  

**Cum Totals**:  

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**Fall 2015**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Term GPA</th>
<th>Cum GPA</th>
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</thead>
<tbody>
<tr>
<td>AFROAM</td>
<td>Hist of the Civil Rights Mvmt</td>
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</tr>
<tr>
<td>ART</td>
<td>Basic Studio/Design</td>
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<tr>
<td>BDIC</td>
<td>Proposal Writing</td>
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<td>COMAM</td>
<td>Interpersonal Communication</td>
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<tr>
<td>PSYCH</td>
<td>Introductory Psychology</td>
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**Undergraduate Career Totals**

**Cum Enrollment GPA**:  

**Transfer Cum GPA**:  

**Combined Cum GPA**:  

**Cum Enrollment Totals**:  

**Transfer Totals**:  

**Combined Totals**:  

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*End of Unofficial Transcript*