
Term Information

Effective Term Spring 2021

General Information

Course Bulletin Listing/Subject Area Design
Fiscal Unit/Academic Org Design - D0230
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5650
Course Title Advanced Collaborative Design
Transcript Abbreviation Adv Collab Dsgn
Course Description Interdisciplinary knowledge and problems examined and discussed in the context of social responsibility (global and local).
Prereq: Enrollment in Design major, or permission of instructor. Concur: 5301; or 5552 and 4750; or 5453.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory
Grade Roster Component Laboratory
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Enrollment in Design major, or permission of instructor. Concur: 5301; or 5552 and 4750; or 5453.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0404
Subsidy Level Masters Course
Intended Rank Senior, Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Familiarity and proficiency with interdisciplinary problems.
- Familiarity and proficiency with socially responsible design practice.
- Familiarity and proficiency with collaborative design practice.

Content Topic List

- Interdisciplinary problems
- Social responsibility (global and local)
- Collaborative design work

Sought Concurrence

No

Attachments

- Design_majors_requirements_proposed_revisions.pdf: Major program changes
(Other Supporting Documentation. Owner: Nini, Paul Joseph)
- Design_UG_curr_map_proposed_revisions.pdf: Curriculum map revisions
(Other Supporting Documentation. Owner: Nini, Paul Joseph)
- 5650_Syllabus_example_01.pdf: Syllabus 01
(Syllabus. Owner: Nini, Paul Joseph)
- 5650_Syllabus_example_02.pdf: Syllabus 02
(Syllabus. Owner: Nini, Paul Joseph)
- D5650_rationale_info.pdf: Rationale
(Other Supporting Documentation. Owner: Nini, Paul Joseph)

Comments

- request a second example *(by Heysel, Garrett Robert on 05/29/2020 10:17 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Nini, Paul Joseph	05/28/2020 12:03 PM	Submitted for Approval
Approved	Nini, Paul Joseph	05/28/2020 12:03 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	05/29/2020 10:17 AM	College Approval
Submitted	Nini, Paul Joseph	06/01/2020 11:09 AM	Submitted for Approval
Approved	Nini, Paul Joseph	06/01/2020 11:09 AM	Unit Approval
Approved	Heysel, Garrett Robert	06/01/2020 10:53 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	06/01/2020 10:53 PM	ASCCAO Approval

ADVANCED COLLABORATIVE STUDIO

DESIGN 5650

COURSE DESCRIPTION

Interdisciplinary knowledge and problems examined and discussed in the context of social responsibility (global and local).

Course focus

Collaborative Studio is a multi-disciplinary learning experiences that encourage students in the design majors to stretch beyond the specialized knowledge of their core curriculum. This course provides opportunities for students in the industrial design, interior design, and visual communication design major programs to explore the theoretical, conceptual, and professional practices that are shared among them via a topic that is relevant to each. This course also presents an opportunity to apply the methods of design practice to problems that are beyond the scope of any one mode of practice.

Students will explore design practices through the lens of conceptual, social, cultural, global, and/or environmental issues. Advanced students will mentor others and share knowledge of alternative methods, tools, and techniques used to develop comprehensive design proposals.

Course Information

Instructor

Adam Fromme

Lecturer, Department of Design

fromme.3@osu.edu

Office: Hayes Hall, Room 230

Office Hours: We, Fr 10–11 AM and by appointment

Room:

Hayes Hall 224

Days and Time:

Tu, Th 9:35AM–12:15PM

Class Numbers:

Design 4650 (34063)

Design 5650 (XXXXX)

COURSE TOPIC

Inclus-city

Cities, like Columbus, are rapidly growing. Considerations for the people downtown tend to focus on well-educated young professionals. In reality, that is not a complete story of a city.

This course will investigate the idea of inclusivity in the city (aging, diversity, cognitive health, physical fitness, etc.). Specifically, students will gain an understanding in how our cities can quickly provide thoughtful design to support its people. The course will center around the idea of the micro-park (creating a sense of place within the space typically reserved for a parked car). In concept, the are wonderful ideas. In practice, they tend to be simple extensions of sidewalks (with generic seating and plants). But they can be more.

In this course we will address the concepts and application of inclusive and universal design, designing for small spaces, designing temporary spaces, structural design, placemaking, way-showing, branding, city planning, and city/life dynamics.

Students can expect ambiguity. Together, we will work though this by learning from others (city officials, local design firms), experimenting rapidly, synthesizing information, moving between concrete and abstract, building intentionally, and communicating our design work deliberately.

COURSE OBJECTIVES

By the end of term, students who successfully complete this course will gain:

1. A deep understanding of the topic matter, with a focus on design for social responsibility;
2. Hands-on experience with design principles focused on 'in world' constraints;
3. Organize and analyze disparate information into messages that make sense;
4. Explain the advantages and disadvantages of various design decisions throughout the design process;
5. Navigate collaborative engagements and group dynamics.

POINT DISTRIBUTION

Points are distributed as follows:

Description	Points
Course Review	10%
Week 5	10
Week 10	10
Week 15	10
Participation Review	10%
Week 5	10
Week 10	10
Week 15	10
Personal Project Spark Page	10%
Week 3	10
Week 9	10
Week 16	10
Research Project (Team 1)	20%
Presentation (Week 5)	10
Submission (Week 7)	50
Case Study Project (Team 2)	20%
Presentation (Week 5)	10
Submission (Week 7)	50
Intervention Project (Team 3)	30%
Presentation (Week 15)	10
Poster + Display (Week 15)	40
Submission (Week 16)	40
TOTAL	100%
Total Points	300

ASSIGNMENT DESCRIPTIONS

Course Reviews

Course reviews are short surveys to serve as a status check-regarding course material and content.

Grade Rubric: complete/incomplete

Participation Reviews

Participation reviews are short surveys to serve as a status check regarding self and team contribution to coursework.

Grade Rubric: complete/incomplete

Personal Project Spark Page

Individual documentation of semester's work. Students will create an Adobe Spark webpage to record activities, learnings, and record personal reflection throughout the semester. Prompts will be provided at each check in.

Grade Rubric: Full credit is based on completeness in the documentation of student work (5 points) and thoughtful/ articulate responses to prompts (5 points).

Research Project

Physical conditions, mental conditions, social conditions, age-related decline, and low-income earners are broad areas of concern when looking at inclusive initiatives. Research teams will investigate one of these conditions within the downtown environment and present findings in a research presentation.

Case Study Project

Case study teams will investigate specific locations downtown. Research will include in-depth documentation of current situation, limitations, and learnings.

Intervention Project

Intervention teams will work toward a common solution that can address [in-class] defined problems. Students will work toward a display format to present their solutions (along with features, details, and system-wide structure).

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Project Grade Rubrics: Full credit for team is based on quality and completeness of the presentation (30 points) and submission (30 points) as they relate to specific project requirements. Additional 10 points will be factored into the model/display for the Intervention Project.

COURSE SCHEDULE

Week	Topic	Tuesday	Thursday
1	Empathy	Overview of course	Brainstorming, Team formation
2		Background - Research (Team 1)	Background - Case Study (Team 2)
3		Content - Research (Team 1)	Content - Case Study (Team 2)
4		Content - Research (Team 1)	Content - Case Study (Team 2)
5		Research Presentation	Case Study Presentation
6	Define	Formalize Problem	Attend the Butter Affair Workshop
7		L.O.R. - Research (Team 1)	L.O.R. - Case Study (Team 2)
8	Ideate	Teams - Intervention (Team 3)	Content - Intervention (Team 3)
9		Content - Intervention (Team 3)	Feedback - Intervention (Team 3)
10		Spring Break	Spring Break
11	Prototype	Content - Intervention (Team 3)	Content - Intervention (Team 3)
12		Content - Intervention (Team 3)	Feedback - Intervention (Team 3)
13	Exhibit	Structure - Intervention (Team 3)	Content - Intervention (Team 3)
14		Making - Intervention (Team 3)	Making - Intervention (Team 3)
15		Final prep - Intervention (Team 3)	In-class Presentation
16	Finals Week		Documentation Due

COURSE POLICIES

ATTENDANCE

This is a team-based collaborative studio, therefore attendance is critical. Keep me informed in advance concerning absences. Missing more than 3 days may result in failure of this course.

PARTICIPATION

Students are expected to come to class prepared to participate in the discussion and the material. There will be small group discussions, activities, and questions posed during class. Participation in class is expected and required. You should be prepared to offer your opinions during classroom discussions. I do understand that talking in front of people may be hard for you, but I ask that you try to participate. Participation is part of your grade and a crucial factor when making final decisions about grades. You are expected to be respectful of your classmates when participating in class activities.

FEEDBACK AND RESPONSE TIME

Instructors are here to help and support you. Please engage with me either via email or in person by scheduling an appointment for office hours.

For project grading, you can generally expect to receive feedback within 10 days.

I will reply to emails within 24 hours on school days, but do not guarantee a response between 8pm and 7am.

CARMEN

Carmen (carmen.osu.edu) will be used for all communication specific to individual sections through announcements (for example: if I need to start class late or need to update you on a specific detail). Carmen will also be where all grading, readings, and lecture PDFs are posted. Assignment details will be shared on Carmen in each assignment page.

EMAIL

Email through Carmen's inbox function or through your BuckeyeMail will be the only source of private and secure conversations. Information regarding grading, personal matters, or other similar topics should be addressed using these two sources.

Please address all email correspondences with "Collaborative Studio" in the subject line.

All university correspondence is sent to your BuckeyeMail email address, and all email sent to faculty and staff should be sent from your BuckeyeMail email address.

Ohio State will never ask for your Ohio State username or password. Do not reply to any email asking for your Ohio State username, password, or other personal information. Report such messages to report-phish@osu.edu.

GRADING

You must earn at least a C- in this course in order for it to be listed on your major. If you earn a D+, D, or an E in this course, the course cannot be counted toward the major or minor. Courses taken on a pass/non-pass basis cannot be used on the major or minor.

This course uses the Ohio State Standard Grade Scheme as defined by the Office of the University Registrar. The faculty rule on grades and marks (Faculty Rule - 3335-8-21 Marks) authorizes a variety of grades beyond the standard letter grades of A - E. (Notice that Ohio State does not offer the grades of A+, D-, or F.) The faculty rule on marks defines grades as found in the table at right.

The instructor reserves the right to determine the final grade.

	%	GPA	DEFINITION
A	93-100	4.0	The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be in this range of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.
A-	90-92.9	3.7	
B+	87-89.9	3.3	The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be in this range of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.
B	83-86.9	3.0	
B-	80-82.9	2.7	
C+	77-79.9	2.3	The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be in this range of average quality based upon a comparison with other students in the course, and/or students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.
C	73-76.9	2.0	
C-	70-72.9	1.7	
D+	67-69.9	1.3	The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be in this range of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.
D	60-66.9	1.0	
E	< 60	0.0	The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark "E" has been received can be obtained only by repeating and passing the course in class (see rules 3335-8-23 to 3335-8-28 of the Administrative Code)

UNIVERSITY POLICIES

MENTAL HEALTH SERVICES

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu Academic misconduct

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

ACADEMIC INTEGRITY

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (Colleges of the Arts and Sciences Degree Planning Manual 2006–7, pp. 34–35).

DEAN'S LIST

Students completing a minimum of 12 graded credit hours with a point-hour ratio of 3.50 or higher for any given term will be named to the Dean's List for that term in the college in which they are enrolled. Up to 3 hours of course work graded Satisfactory (S) may be included in the 12 graded hours. However, course work graded Pass (PA) may not count toward the minimum of 12 graded hours. Any grade of E, EN, U, UEN, NP, or P will disqualify a student from making the Dean's List even if the student has a term point-hour ratio of 3.50 and 12 graded hours.

ACADEMIC STATUS

Any student whose cumulative GPA falls below 2.0 will be placed on academic probation. The College may make exceptions to this policy for students who are being dismissed because they failed to meet the conditions of their previous probation, and for new first-term students who can be placed on academic warning rather than probation. Students placed on warning will be placed on probation the following term if their cumulative GPA is still below 2.0.

If you are in academic difficulty, or if you believe you are in danger of falling into academic difficulty (even if your cumulative GPA is above 2.0), you should see your Arts and Sciences academic advisor as soon as possible to discuss the issues that may be affecting your academic performance and to get advice on how to earn and maintain good academic standing.

DISABILITY SERVICES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307;

slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Design 5650: Advanced Collaborative Studio

Instructor:	Matthew Lewis
Contact:	Lewis.239@osu.edu , 339C Sullivant, office hours by appointment
Semester:	Spring 20XX
Location:	205 Hayes, Tuesday/Thursday 9:35am - 12:15pm, 3 credits
Format:	Lecture, lab/studio work, and critique; meeting 320 mins/week
Prerequisites:	Enrollment in Design major, or permission of instructor. Concur: 5301; or 5552 and 4750; or 5453.
Description:	Interdisciplinary knowledge and problems examined and discussed in the context of social responsibility (global and local).

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Course Objectives and/or Student Learning Outcomes

This studio-based course will expose students to emerging technologies and their potential for design research and projects. This semester we will focus attention on identifying needs and opportunities presented by the newly renovated Translational Data Analytics Institute (TDAI). The institute will serve as a “living lab” for working with technologies that can enhance collaboration among data analytics researchers and their partners. In this context, the class will gain awareness of emerging technologies, strategies for learning about them, and their design applications.

The AIGA Designer 2025 report on design education for the future suggests, “technology plays an outsized role in the future of design...Systems today...are not well served by an education focused solely on designing screens, point-and-click interaction, and static information architecture. They require new platforms for communication, gesture and voice activated technologies that respond more naturally than the hyper-conscious visual interfaces of the past, and smart devices that read and learn from our behavior. Data-aware devices open new avenues of design research into patterns of human activity, while at the same time raising questions of privacy, transparency, and trust that designers must address.” Technology is not “simply a tool for the design or display of information but a data-rich, data-aware landscape that is reading and responding to everything we do.”

With the above in mind, we will learn about organizing and navigating complex abstract possibility spaces, create and present technology prototypes, manage project scope, objectives, and constraints, and design human-centered interactive solutions with ethical concerns at the forefront. Students will additionally learn to collaborate and communicate effectively verbally and graphically across design disciplines to generate innovative ideas, problem solve, and synthesize complex information. Students will advance their skills in conducting design research, analyzing and visualizing data, translating findings into actionable concepts, and designing products and experiences, while considering the complex systems in which they reside. The techniques and tools

chosen will evolve from experimentation, prototyping, making, and exploration of the digital realm.

Upon successful completion of this course, a student will have demonstrated ability to:

- Represent design methods, processes, and concepts
- Select appropriate research methods
- Use visualization processes as inquiry
- Explore how making influences new processes
- Study precedents to inform research, analysis, and design
- Express ideas visually and verbally in a clear manner
- Confidently approach new technologies

Course Methodology

Class sessions will be comprised of discussions of readings, demonstrations, ideation sessions, design review, design production, and team-based presentations. Class time will be scheduled as team work sessions at the studio or at TDAI. In addition, each team will be expected to meet and work outside of class time with their team members to conduct research, develop design concepts, and create prototypes. Students are responsible for conducting background research, developing original concepts, documenting the design process and giving oral reports. Students are required to frequently present concept developments, composition studies, and design refinements in class sessions and in individual meetings with the instructor throughout the semester.

This is a progress-oriented studio course emphasizing *making* and requiring active student participation. Class sessions will be partially comprised of examples, group discussion, critiques of work in progress, exercises, and student presentations. However, the majority of the class time will be spent actively working on projects. The course will expose students to issues surrounding emerging technologies in the context of system design. Students will explore the capabilities of tools, products, and services relevant to their design goals. Concept mapping and system description, sketching, and diagramming will be used for idea generation and prototyping.

While images, video, software, and hardware will all be introduced, students will learn primarily by creating and using their own iteratively developed system prototypes. Previous basic experience working with digital files, images, and video will be assumed. Students will be evaluated on the basis of three formal presentations/projects during the semester, weekly reflection writing, and class participation. The three assignments will require group presentations and submission of research documentation and materials such as image, video, slide, and text files.

Grading Policy

Course evaluation will be based on the following:

Three presentation/projects:	72 points (3 x 24 points)
Weekly progress writing:	14 points
Class Participation:	14 points

The standard university scale will be used for letter grades:

	A = 93 - 100	A- = 90 - 93
B+ = 87 - 90	B = 83 - 87	B- = 80 - 83
C+ = 77 - 80	C = 73 - 77	C- = 70 - 73
D+ = 67 - 70	D = 60 - 67	E = 0 - 60

All students should be on time and in attendance for every class. Students are expected to be present for the entire duration of the class. Arrive less than 10 minutes late to be counted as present. Each absence beyond the first three will lower the final grade by one step (e.g. B+ to B, B to B-, B- to C+).

Excused absences require documentation from a medical or legal authority. Excuses for additional reasons are sometimes extended if documented (e.g., family illness or death, conference presentations, emergency school closings, or travel safety advisories.)

Adherence to deadlines is expected. It is the individual student's responsibility to keep track of deadlines and to present the work to the class and instructor on the specified dates. 10% per day will be subtracted from late assignments.

This is a hands-on course and students are expected to come to class prepared with materials to work in the studios. Students must have their current working files available for review at the beginning of every class. Students will primarily use their own computers but becoming aware of the wealth of additional resources available will be a significant part of this course.

Class participation will take into consideration student contributions during topic discussions and critiques and engaged questions and responses with the instructor during class time and office hours, as well as via email and Carmen.

Topics and Assignments

Tentative schedule: exact topics and dates may vary based on student background and interests, emerging technology capabilities, and resource availability and scheduling.

Weekly Schedule

Week 01

01.07 Introductions, overview, goals

01.09 Emerging technologies

Week 02

01.14 Project 1 introduction

01.16 Translational Data Analytics Institute (TDAI)

Week 03

01.21 Representing and exploring possibility spaces; research due

01.23 Generative and post-normal design; Organizing

Week 04

01.28 Generative design; sketches due

01.30 Making

Week 05

02.04 Presentation preparation

02.06 Presentation 1

Week 06

02.11 Project 2 introduction; physical computing workshop

02.13 Jonathan Chapman circular economy workshop

Week 07

02.18 Web and 360 camera technologies

02.20 XR prototyping

Week 08

02.25 XR and projection mapping hardware

02.27 Prototype recording

Week 09

03.03 Presentation work

03.05 Presentation 2

Week 10

03.10 Spring break

03.12 Spring break

Week 11

03.17 Introduction project 3

03.19 Projection 3 organization

Week 12

03.24 Design show install at UAS (Making)

03.26 Making

Week 13

03.31 AI: ethics, avatars, affordable

04.02 TDAI Data collection

Week 14

04.07 Working

04.09 Working

Week 15

04.14 Presentation preparation

04.16 Final presentation

Assignment Summary

Full assignment descriptions will be available through Carmen.

1. **Possibility Visualizations:** Groups will choose unfamiliar emerging technologies and visualize partial applications (“possibility fragments”) within the TDAI context. Abstract concept spaces, system diagrams, implementations, design opportunities, and their interactions will be explored and visually represented using familiar tools. Emphasis for this stage will be on breadth of exploration and ideation, rather than presentation refinement. Examples include responsive environments, data visualization installations, connected devices, and locative media.
2. **Emerging Technology Prototyping:** Previously generated ideas will be further explored and developed using prototypes and visualizations created with unfamiliar emerging technologies such as web based XR. Prototypes will combine physical and web-based virtual representations. The focus will be on

learning strategies for approaching new technologies, as well as exploring possibilities and potential impacts.

3. **Final:** Teams will develop final presentations of possible applications of emerging technologies to the needs and opportunities discovered through research and interactions with the TDAI community and environment. There should be a clear emphasis on making, with a balance between prototyping, functionality, speculative concepts, and design research. Design processes, decisions, potential benefits, and concerns should be communicated clearly.

Reading List

There are no required textbooks. Software documentation, tutorials, and examples are provided with the software installation and are available for download, on the class web pages, and on department computers. Links to blogs, web sites, etc. are updated constantly reflecting current technologies.

Bibliography and Resources

(An incomplete list of readings relevant to our discussions)

- AIGA Designer 2025. (2017) "Why Design Education Should Pay Attention to Trends" <https://educators.aiga.org/wp-content/uploads/2017/08/DESIGNER-2025-SUMMARY.pdf>
- Arikan, Burak. (2015) "Creative and Critical Use of Complex Networks" <https://medium.com/graph-commons/creative-and-critical-use-of-complex-networks-412fe9eddec8>
- Boyd, Stowe. "10 Work Skills for the Postnormal Era" <https://stoweboyd.com/post/169589455027/10-work-skills-for-the-postnormal-era>

- Christiansen, Jen. (2018) "Visualizing Science: Illustration and Beyond"
<https://blogs.scientificamerican.com/sa-visual/visualizing-science-illustration-and-beyond/>
- Compton, Kate. (2016) "So you want to build a generator..."
<https://galaxykate0.tumblr.com/post/139774965871/so-you-want-to-build-a-generator>
- IDEO CoLab. (2017) "Quick Prototyping Tools for Emerging Technologies"
<https://medium.com/ideo-colab/quick-prototyping-tools-for-emerging-technologies-3fb56f62360a>
- Johnson, Steven. Where Good Ideas Come From. 2011
- Madsen, Rune. "Programming Design Systems"
<https://programmingdesignsystems.com>
- Meadows, Donella. "Dancing with Systems"
<http://donellameadows.org/archives/dancing-with-systems/>
- Mullany, Michael. (2016) "8 Lessons from 20 Years of Hype Cycles"
<https://www.linkedin.com/pulse/8-lessons-from-20-years-hype-cycles-michael-mullany>
- Saffer, Dan. Designing Gestural Interfaces. O'Reilly, 2009. (available online via OSU Library)
- Thorp, Jer. "You Say Data, I Say System" <https://hackernoon.com/you-say-data-i-say-system-54e84aa7a421>
- Vassallo, Steve. "Rethinking Design Thinking" Chapter 4 in The Way to Design.
<https://thewaytodesign.com/manifesto/rethinking-design-thinking/>
- Victor, Bret. (2015) "What Can a Technologist Do About Climate Change? (A Personal View)" <http://worrydream.com/ClimateChange/>

Additional Policies

It is the responsibility of the Committee on **Academic Misconduct** to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

The Ohio State University affirms the importance and value of **diversity** in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student’s legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or

someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These **mental health** concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with **Student Life Disability Services**. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely

fashion. SLDS contact information: slds@osu.edu; 614-292-3307;
slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Rationale for new course
Design 5650: Advanced Collaborative Design

Proposed to replace —

- 1) *Design 5151: Advanced Industrial Design 2*
- 2) *Design 5152: Advanced Interior Design 2*
- 3) *Design 5153: Advanced Visual Communication Design 2*

Due to continued emphasis in design practices on collaborative, interdisciplinary teams addressing complex social, cultural, global, and/or environmental issues, the Department of Design wishes to provide a second, *Advanced Collaborative Design* studio experience for its fourth-year students in its three major programs.

Third-year students are currently introduced to the above approach in the *Design 4650: Collaborative Design* course, where they work in teams of student peers in the three major programs.

Multiple, concurrent sections of Design 5650 would be scheduled concurrently with those for Design 4650. Each section would address a specific topic area of the instructor's choosing. We expect that these topics will change over time along with progress in social, cultural, global, and/or environmental issues.

The proposed course will provide a second, advanced learning experience for fourth-year students, where they will have the opportunity to provide leadership and mentorship to the third-year students in concurrently-scheduled sections of the two courses.

The Department of Design is one of the few US programs to provide this type of collaborative learning experience, which is highly-valued by the design professions. Our faculty feel that further emphasizing this approach will provide greater benefit to our students than their current discipline-specific studio courses that would be replaced with the new *Advanced Collaborative Design* course.

Please note: the proposed changes to the three major programs will not result in modifications to the Department's assessment plans.

Thank you in advance for your consideration of this request, and please feel free to respond with any questions or requests for clarification.

Respectfully submitted.
Paul Nini, Professor
Undergraduate Studies Committee Chairperson
Department of Design
nini.1@osu.edu

BSD: INDUSTRIAL DESIGN (IND)

MAJOR REQUIREMENTS - 72 hours

ACADEMIC REVIEW - SELECTION TO DESIGN FOUNDATIONS PROGRAM

Year One

Autumn - 9 hours

- Design 2110: Design Fundamentals 1, 3 hours
- Design 2310: Visualization Principles 1, 3 hours
- Design 2700: Intro to Design Practice, 3 hours

Spring - 9 hours

- Design 2130: Design Fundamentals 3, 3 hours
- Design 2330: Visualization Principles 3, 3 hours
- Design 2750: Design History, 3 hours

PORTFOLIO REVIEW - SELECTION TO BSD MAJOR PROGRAM

Year Two

Autumn - 12 hours

- Design 3101: Intro to Industrial Design 1, 3 hours
- Design 3200: Design Research 1, 3 hours
- Design 3400.01: Design Media 1 for Industrial Design, 3 hours
- Design 3301: Viz Strategies for Ind Design 1, 3 hours

Spring - 9 hours

- Design 3151: Intro to Industrial Design 2, 3 hours
- Design 3450.01: Design Media 2 for Industrial Design, 3 hours
- Design 3550.01: Materials + Processes for Ind Design, 3 hours

Year Three

Autumn - 9 hours

- Design 4101: Intermediate Industrial Design 1, 3 hours
- Design 4200: Design Research 2, 3 hours
- Design 4400.01: Design Media 3 for Industrial Design, 3 hours

Spring - 9 hours

- Design 4151: Intermediate Industrial Design 2, 3 hours
- Design 4650: Collaborative Design, 3 hours
- Design 4750: Professional Practices (weeks 1 to 7), 3 hours

Year Four

Autumn - 9 hours

- Design 5101: Advanced Industrial Design 1, 3 hours
- Design 5200.01: Design Research 3 for Industrial Design, 3 hours
- Design 5800.01: Design Seminar for Industrial Design, 3 hours

Spring - 6 hours

- ~~Design 5151: Advanced Industrial Design 2, 3 hours REMOVE~~
- Design 5650: Advanced Collaborative Design, 3 hours REPLACE
- Design 5301: Viz Strategies for Ind Design 2, 3 hours

ELECTIVES - 12 hours

GENERAL EDUCATION (GE) REQUIREMENTS - 47-50 hours

1. Writing and Related Skills - 6 hours

- English 1110.xx
- ANY 2367.xx

2. Quantitative and Logical Skills - 3-5 hours

- Basic Computational Skills
- Mathematical or Logical Skills - *Choose from GE_PPA List*

3. Data Analysis - 3 hours

- Choose from GE_PPA List*

4. Natural Science - 10 hours

- Biological Science
- Physical Science
- Lab Science

5. Literature - 3 hours

- Choose from GE_PPA List*

6. Visual and Performing Arts - 3 hours

- Art 3555 : Intro to Digital Photography

7. Social Sciences - 6 hours

- Social Science 1 - *Choose from GE_PPA List*
- Social Science 2 - *Choose from GE_PPA List*

8. Historical Study - 3 hours

- HistArt 2001: Western History of Art 1

9. Second Historical Study - 3 hours

- HistArt 2002: Western History of Art 2

10. Open Options - 6 hours

- ANY HistArt 3000-5999
- ANY GE from above categories

11. Social Diversity in the U.S.

- *Should overlap with an above category*

12. Global Studies

- *Overlaps with and Fulfilled by Categories 8 and 9.*

13. College Survey - 1 hours

- ArtsSci 1100.09: Design Survey

BSD: INTERIOR DESIGN (INT)

MAJOR REQUIREMENTS - 78 hours

ACADEMIC REVIEW - SELECTION TO DESIGN FOUNDATIONS PROGRAM

Year One

Autumn - 9 hours

- Design 2110: Design Fundamentals 1, 3 hours
- Design 2310: Visualization Principles 1, 3 hours
- Design 2700: Intro to Design Practice, 3 hours

Spring - 9 hours

- Design 2130: Design Fundamentals 3, 3 hours
- Design 2330: Visualization Principles 3, 3 hours
- Design 2750: Design History, 3 hours

PORTFOLIO REVIEW - SELECTION TO BSD MAJOR PROGRAM

Year Two

Autumn - 9 hours

- Design 3102: Intro to Interior Design 1, 3 hours
- Design 3200: Design Research 1, 3 hours
- Design 3400.02: Design Media 1 for Interior Design, 3 hours

Spring - 12 hours

- Design 3152: Intro to Interior Design 2, 3 hours
- Design 3450.02: Design Media 2 for Interior Design, 3 hours
- Design 3550.02: Materials + Processes for Interior Design, 3 hours
- Design 3552: Interior Design Technology 1, 3 hours

Year Three

Autumn - 12 hours

- Design 4102: Intermediate Interior Design 1, 3 hours
- Design 4200: Design Research 2, 3 hours
- Design 4400.02: Design Media 3 for Interior Design, 3 hours
- Design 4502: Int Design Technology 2, 3 hours

Spring - 9 hours

- Design 4152: Intermediate Interior Design 2, 3 hours
- Design 4650: Collaborative Design, 3 hours
- Design 5750: Advanced Design History, 3 hours

Year Four

Autumn - 9 hours

- Design 5102: Advanced Interior Design 1, 3 hours
- Design 5200.02: Design Research 3 for Interior Design, 3 hours
- Design 5502: Int Design Technology 3, 3 hours

Spring - 9 hours

- ~~Design 5152: Advanced Interior Design 2, 3 hours REMOVE~~
- Design 5650: Advanced Collaborative Design, 3 hours REPLACE
- Design 5552: Int Design Technology 4, 3 hours
- Design 4750: Professional Practices (weeks 1 to 7), 3 hours

ELECTIVES - 6 hours

GENERAL EDUCATION (GE) REQUIREMENTS - 47-50 hours

1. Writing and Related Skills - 6 hours

- English 1110.xx
- Any 2367.xx

2. Quantitative and Logical Skills - 3-5 hours

- Basic Computational Skills
- Mathematical or Logical Skills - *Choose from GE_PPA List*

3. Data Analysis - 3 hours

- Choose from GE_PPA List*

4. Natural Science - 10 hours

- Biological Science
- Physical Science
- Lab Science

5. Literature - 3 hours

- Choose from GE_PPA List*

6. Visual and Performing Arts - 3 hours

- Art 3555 : Intro to Digital Photography

7. Social Sciences - 6 hours

- Social Science 1 - *Choose from GE_PPA List*
- Social Science 2 - *Choose from GE_PPA List*

8. Historical Study - 3 hours

- HistArt 2001: Western History of Art 1

9. Second Historical Study - 3 hours

- HistArt 2002: Western History of Art 2

10. Open Options - 6 hours

- ANY HistArt 3000-5999
- ANY GE from above categories

11. Social Diversity in the U.S.

- *Should overlap with an above category*

12. Global Studies

- *Overlaps with and Fulfilled by Categories 8 and 9.*

13. College Survey - 1 hours

- ArtsSci 1100.09: Design Survey

BSD: VISUAL COMMUNICATION DESIGN (VCD)

MAJOR REQUIREMENTS - 72 hours

ACADEMIC REVIEW - SELECTION TO DESIGN FOUNDATIONS PROGRAM

Year One

Autumn - 9 hours

- Design 2110: Design Fundamentals 1, 3 hours
- Design 2310: Visualization Principles 1, 3 hours
- Design 2700: Intro to Design Practice, 3 hours

Spring - 9 hours

- Design 2130: Design Fundamentals 3, 3 hours
- Design 2330: Visualization Principles 3, 3 hours
- Design 2750: Design History, 3 hours

PORTFOLIO REVIEW - SELECTION TO BSD MAJOR PROGRAM

Year Two

Autumn - 12 hours

- Design 3103: Intro to Vis Com Design 1, 3 hours
- Design 3200: Design Research 1, 3 hours
- Design 3400.03: Design Media 1 for Visual Comm Design, 3 hours
- Design 3503: Typographic Design, 3 hours

Spring - 9 hours

- Design 3153: Intro to Vis Com Design 2, 3 hours
- Design 3450.03: Design Media 2 for Visual Comm Design, 3 hours
- Design 3550.03: Materials + Processes for VCD, 3 hours

Year Three

Autumn - 9 hours

- Design 4103: Intermediate Vis Com Design 1, 3 hours
- Design 4200: Design Research 2, 3 hours
- Design 4400.03: Design Media 3 for Visual Comm Design, 3 hours

Spring - 9 hours

- Design 4153: Intermediate Vis Com Design 2, 3 hours
- Design 4650: Collaborative Design, 3 hours
- Design 4750: Professional Practices (weeks 1 to 7), 3 hours

Year Four

Autumn - 9 hours

- Design 5103: Advanced Vis Com Design 1, 3 hours
- Design 5200: Design Research 3, 3 hours
- Design 5800.03: Design Seminar for Visual Comm Design, 3 hours

Spring - 6 hours

- ~~Design 5153: Advanced Vis Com Design 2, 3 hours REMOVE~~
- Design 5650: Advanced Collaborative Design, 3 hours REPLACE
- Design 5453: Vis Com Design Media 4, 3 hours

ELECTIVES - 12 hours

GENERAL EDUCATION (GE) - 47-50 hours

1. Writing and Related Skills - 6 hours

- English 1110.xx
- ANY 2367.xx

2. Quantitative and Logical Skills - 3-5 hours

- Basic Computational Skills
- Mathematical or Logical Skills - *Choose from GE_PPA List*

3. Data Analysis - 3 hours

- Choose from GE_PPA List*

4. Natural Science - 10 hours

- Biological Science
- Physical Science
- Lab Science

5. Literature - 3 hours

- Choose from GE_PPA List*

6. Visual and Performing Arts - 3 hours

- Art 3555 : Intro to Digital Photography

7. Social Sciences - 6 hours

- Social Science 1 - *Choose from GE_PPA List*
- Social Science 2 - *Choose from GE_PPA List*

8. Historical Study - 3 hours

- HistArt 2001: Western History of Art 1

9. Second Historical Study - 3 hours

- HistArt 2002: Western History of Art 2

10. Open Options - 6 hours

- ANY HistArt 3000-5999
- ANY GE from above categories

11. Social Diversity in the U.S.

- *Should overlap with an above category*

12. Global Studies

- *Overlaps with and Fulfilled by Categories 8 and 9.*

13. College Survey - 1 hours

- ArtsSci 1100.09: Design Survey

Department of Design Undergraduate Programs Goals

1. **Thinking**

Students acquire abilities to address Design opportunities, including the skills of problem identification, formulation, qualitative and quantitative research, analysis, synthesis, prototyping, user-testing, and evaluation of outcomes.

2. **Doing**

Students acquire competency with tools, technologies, skills and materials in the exploration, creation, and production of products, artifacts, environments, systems, communications solutions and services.

3. **Practice**

Students demonstrate understanding of basic professional practices, including the ability to communicate, document, organize and lead work productively as team members able to adapt to the evolving role of Design.

4. **Scope**

Students demonstrate understanding of the role and responsibility of Design in the local and global context, including the foundational comprehension and application of ethical concepts of sustainable development, social innovation and human-centered design to practice.

5. **Context**

Students demonstrate knowledge of established and emerging theory and practice, including critical thinking and an understanding of interdisciplinary relationships in order to recognize and act on opportunities.

6. **Role**

Students acquire the ability to recognize the role of the Designer as the expert practitioner and/or catalyst for collective creativity.

Industrial Design Major

Bachelor of Science in Design (BSD), College of Arts and Sciences

PROGRAM LEARNING GOALS: #1 OF 2

Goal 1: Thinking **Goal 2: Doing** **Goal 3: Practice** **Goal 4: Scope** **Goal 5: Context** **Goal 6: Role**

Required Courses	Goal 1: Thinking	Goal 2: Doing	Goal 3: Practice	Goal 4: Scope	Goal 5: Context	Goal 6: Role
2110: D. Fundamentals 1	Beginning	Beginning				
2310: Vis. Principles 1	Beginning	Beginning				
2700: Intro. to D. Practice			Beginning	Beginning	Beginning	Beginning
2130: D.Fundamentals 3	Beginning	Beginning/Interm	Beginning			
2330: Vis. Principles 3	Beginning	Beginning/Interm	Beginning			
2750: D. History			Beginning	Beginning	Beginning	Beginning
3101: Intro. to IND 1	Beginning/Interm	Beginning/Interm	Beginning			Beginning
3200: D. Research 1	Beginning		Beginning		Beginning	Beginning
3301: Vis Strategies IND 1		Intermediate	Intermediate			
3400.01: D. Media 1	Beginning/Interm	Beginning/Interm	Beginning/Interm			
3151: Intro. to IND 2	Intermediate	Beginning/Interm	Beginning/Interm			Beginning
3450.01: D. Media 2	Beginning					
3550.01: Materials+Proc.			Intermediate	Intermediate	Intermediate	
4101: Intermediate IND 1	Intermediate	Intermediate	Intermediate			Beginning/Interm
4200: D. Research 2	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm
4400.01: D. Media 3	Intermediate	Intermediate	Intermediate			Beginning/Interm
4151: Intermediate IND 2	Intermediate	Intermediate	Intermediate			Beginning/Interm
4650: Collaborative D.		Intermediate		Intermediate	Advanced	
4750: Prof. Practices			Intermediate	Intermediate	Intermediate	
5101: Advanced IND 1	Advanced	Advanced	Advanced	Interm/Advanced	Interm/Advanced	Intermediate
5200.01: D. Research 3	Interm/Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Interm/Advanced
5151: Advanced IND 2	Advanced	Advanced	Advanced	Interm/Advanced	Advanced	Advanced
5301: Vis Strategies IND 2	Interm/Advanced	Interm/Advanced	Interm/Advanced			Advanced
5650: Adv. Collaborative D.		Advanced		Advanced	Advanced	Advanced
5800.01: D. Seminar	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced

Remove

Replace

Industrial Design Major

Bachelor of Science in Design (BSD), College of Arts and Sciences

PROGRAM LEARNING GOALS: #2 OF 2

Goal 1: Thinking Goal 2: Doing Goal 3: Practice Goal 4: Scope Goal 5: Context Goal 6: Role

Elective Courses						
3104: Intro Game Dsgn	Beginning	Beginning	Beginning	Beginning	Beginning	
4104: Intrm Game Dsgn 1	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
4154: Intrm Game Dsgn 2	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
4797: Study Abroad	Intermediate	Intermediate			Advanced	Intermediate
5191: Internship	Intermediate	Intermediate	Advanced	Intermediate	Intermediate	Intermediate
5193: Individual Studies	Intermediate	Intermediate			Advanced	
5194: Group Studies	Intermediate	Intermediate			Advanced	
5600E: Design Matters: Embedded	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
5600S: Design Matters: Service	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
5750: Adv. D. History	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced
5798: Study Tour	Advanced	Intermediate	Advanced	Intermediate	Intermediate	Advanced
5998: UG Schlrshp: Creative	Advanced			Advanced	Advanced	
5998H: Honors UG Schlrshp: Creative	Advanced			Advanced	Advanced	
5999: UG Schlrshp: Writing	Advanced			Advanced	Advanced	
5999H: Honors UG Schlrshp: Writing	Advanced			Advanced	Advanced	

Interior Design Major

Bachelor of Science in Design (BSD), College of Arts and Sciences

PROGRAM LEARNING GOALS: #1 OF 2

Goal 1: Thinking Goal 2: Doing Goal 3: Practice Goal 4: Scope Goal 5: Context Goal 6: Role

Required Courses	Goal 1: Thinking	Goal 2: Doing	Goal 3: Practice	Goal 4: Scope	Goal 5: Context	Goal 6: Role
2110: D. Fundamentals 1	Beginning	Beginning				
2310: Vis. Principles 1	Beginning	Beginning				
2700: Intro. to D. Practice			Beginning	Beginning	Beginning	Beginning
2130: D.Fundamentals 3	Beginning	Beginning/Interm	Beginning			
2330: Vis. Principles 3	Beginning	Beginning/Interm	Beginning			
2750: D. History			Beginning	Beginning	Beginning	Beginning
3102: Intro. to INT 1	Beginning/Interm	Beginning/Interm	Beginning			Beginning
3200: D. Research 1\	Beginning		Beginning		Beginning	Beginning
3400.02: D. Media 1	Beginning/Interm	Beginning/Interm	Beginning/Interm			
3152: Intro. to INT 2	Intermediate	Beginning/Interm	Beginning/Interm			Beginning
3450.02: D. Media 2	Beginning/Interm	Beginning/Interm	Beginning/Interm			
3550.02: Mtrls+PrCSS	Intermediate	Beginning/Interm	Beginning/Interm			Beginning
3552: INT D. Tech 1			Intermediate	Intermediate	Intermediate	
4102: Intermediate INT 1	Intermediate	Intermediate	Intermediate			Beginning/Interm
4200: D. Research 2	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm
4400.02: D. Media 3	Intermediate	Intermediate	Intermediate			Beginning/Interm
4502: INT D. Tech 1	Intermediate	Intermediate	Intermediate			Beginning/Interm
4152: Intermediate INT 2	Intermediate	Intermediate	Intermediate			Beginning/Interm
4650: Collaborative D.		Intermediate		Intermediate	Advanced	
4750: Prof. Practices	Intermediate	Intermediate			Advanced	Intermediate
5102: Advanced INT 1	Advanced	Advanced	Advanced	Interm/Advanced	Interm/Advanced	Intermediate
5200.02: D. Research 3	Interm/Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Interm/Advanced
5502: INT D. Tech 3	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced
5152: Advanced INT 2	Advanced	Advanced	Advanced	Interm/Advanced	Advanced	Advanced
5552: INT D. Tech 4	Interm/Advanced	Interm/Advanced	Interm/Advanced			Advanced
5650: Adv. Collaborative D.		Advanced		Advanced	Advanced	Advanced
5750: Adv. D. History	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced

Remove

Replace

Interior Design Major

Bachelor of Science in Design (BSD), College of Arts and Sciences

PROGRAM LEARNING GOALS: #2 OF 2

Goal 1: Thinking Goal 2: Doing Goal 3: Practice Goal 4: Scope Goal 5: Context Goal 6: Role

Elective Courses						
3104: Intro Game Dsgn	Beginning	Beginning	Beginning	Beginning	Beginning	
4104: Intrm Game Dsgn 1	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
4154: Intrm Game Dsgn 2	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
4797: Study Abroad	Intermediate	Intermediate	Advanced	Intermediate	Intermediate	Intermediate
5191: Internship	Intermediate	Intermediate			Advanced	
5193: Individual Studies	Intermediate	Intermediate			Advanced	
5194: Group Studies	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
5600E: Design Matters: Embedded	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
5600S: Design Matters: Service	Advanced	Intermediate	Advanced	Intermediate	Intermediate	Advanced
5798: Study Tour	Advanced			Advanced	Advanced	
5998: UG Schlrshp: Creative	Advanced			Advanced	Advanced	
5998H: Honors UG Schlrshp: Creative	Advanced			Advanced	Advanced	
5999: UG Schlrshp: Writing	Advanced			Advanced	Advanced	
5999H: Honors UG Schlrshp: Writing	Advanced			Advanced	Advanced	

Visual Communication Design Major

Bachelor of Science in Design (BSD), College of Arts and Sciences

PROGRAM LEARNING GOALS: #1 OF 2

Goal 1: Thinking Goal 2: Doing Goal 3: Practice Goal 4: Scope Goal 5: Context Goal 6: Role

Required Courses	Goal 1: Thinking	Goal 2: Doing	Goal 3: Practice	Goal 4: Scope	Goal 5: Context	Goal 6: Role
2110: D. Fundamentals 1	Beginning	Beginning				
2310: Vis. Principles 1	Beginning	Beginning				
2700: Intro. to D. Practice			Beginning	Beginning	Beginning	Beginning
2130: D.Fundamentals 3	Beginning	Beginning/Interm	Beginning			
2330: Vis. Principles 3	Beginning	Beginning/Interm	Beginning			
2750: D. History			Beginning	Beginning	Beginning	Beginning
3103: Intro. to VCD 1	Beginning/Interm	Beginning/Interm	Beginning			Beginning
3200: D. Research 1	Beginning		Beginning		Beginning	Beginning
3400.03: D. Media 1	Beginning/Interm	Beginning/Interm	Beginning/Interm			
3503: Typographic Design			Intermediate	Beginning	Beginning	
3153: Intro. to VCD 2	Intermediate	Beginning/Interm	Beginning/Interm			Beginning
3450.03: D. Media 2	Beginning					
3550.03: Materials+Proc.				Intermediate	Intermediate	
4103: Intermediate VCD 1	Intermediate	Intermediate	Intermediate			Beginning/Interm
4200: D. Research 2	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm	Intermediate	Beginning/Interm
4400.03: D. Media 3	Intermediate					
4153: Intermediate VCD 2	Intermediate	Intermediate	Intermediate			Beginning/Interm
4650: Collaborative D.		Intermediate		Intermediate	Advanced	
4750: Prof. Practices			Intermediate	Intermediate	Intermediate	
5103: Advanced VCD 1	Advanced	Advanced	Advanced	Interm/Advanced	Interm/Advanced	Intermediate
5200.03: D. Research 3	Interm/Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Interm/Advanced
5800.03: D. Seminar	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced
5153: Advanced VCD 2	Advanced	Advanced	Advanced	Interm/Advanced	Advanced	Advanced
5453: VCD Media 4	Advanced	Intermediate				Advanced
5650: Adv. Collaborative D.		Advanced		Advanced	Advanced	Advanced

Remove

Replace

Visual Communication Design Major

Bachelor of Science in Design (BSD), College of Arts and Sciences

PROGRAM LEARNING GOALS: #2 OF

Goal 1: Thinking Goal 2: Doing Goal 3: Practice Goal 4: Scope Goal 5: Context Goal 6: Role

Elective Courses						
3104: Intro Game Dsgn	Beginning	Beginning	Beginning	Beginning	Beginning	
4104: Intrm Game Dsgn 1	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
4154: Intrm Game Dsgn 2	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	
4797: Study Abroad	Intermediate	Intermediate			Advanced	Intermediate
5191: Internship	Intermediate	Intermediate	Advanced	Intermediate	Intermediate	Intermediate
5193: Individual Studies	Intermediate	Intermediate			Advanced	
5194: Group Studies	Intermediate	Intermediate			Advanced	
5600E: Design Matters: Embedded	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
5600S: Design Matters: Service	Advanced	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
5750: Adv. D. History	Advanced		Advanced	Interm/Advanced	Interm/Advanced	Interm/Advanced
5798: Study Tour	Advanced	Intermediate	Advanced	Intermediate	Intermediate	Advanced
5998: UG Schlrshp: Creative	Advanced			Advanced	Advanced	
5998H: Honors UG Schlrshp: Creative	Advanced			Advanced	Advanced	
5999: UG Schlrshp: Writing	Advanced			Advanced	Advanced	
5999H: Honors UG Schlrshp: Writing	Advanced			Advanced	Advanced	