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## Term Information

Effective Term Autumn 2027

## 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 5106  
Course Title Experiential Media Design Capstone 1  
Transcript Abbreviation XMDCapstone1  
Course Description Facilitates high-level inquiry for a capstone project within experiential media design. Practice synthesizing, integrating, and applying learned processes, technology and techniques, formulating research inquiries, exploring and identifying a problem space, gathering data to inform and guide design, in the development of the capstone project.  
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 Design 4156  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 11.0804  
Subsidy Level Masters Course  
Intended Rank Junior, Senior, Masters

## Requirement/Elective Designation

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

## Course Details

### Course goals or learning objectives/outcomes

- Integrate design research methods into a plan for a culminating experiential media project.
- Establish a set of design precedents to guide project work.
- Describe and respond to the intended audiences and contexts, including recognition of the physical, cognitive, cultural, ethical and social human factors that shape design decisions.
- Communicate orally, visually and in writing about the proposed project in a clear and articulate manner.
- Synthesize, integrate and apply.

### Content Topic List Sought Concurrence

- Analysis; documentation; reflection; proposal; research questions; research methods; problem statement  
Yes

## Attachments

- DESIGN5106XMDCapstoneStudio1.pdf: Syllabus  
*(Syllabus. Owner: Beecher, Mary Anne)*
- ACCAD\_concurrence.pdf: Concurrence  
*(Concurrence. Owner: Beecher, Mary Anne)*
- Art\_concurrence.pdf: Concurrence  
*(Concurrence. Owner: Beecher, Mary Anne)*
- CSE\_concurrence.pdf: Concurrence  
*(Concurrence. Owner: Beecher, Mary Anne)*
- TFMA\_concurrence.pdf: Concurrence  
*(Concurrence. Owner: Beecher, Mary Anne)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beecher, Mary Anne	08/24/2023 12:52 PM	Submitted for Approval
Approved	Munch, Fabienne	08/24/2023 05:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2023 11:17 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/19/2023 11:17 AM	ASCCAO Approval

## Design 5106: Experiential Media Design Capstone Studio 1

<b>Instructor</b>	<i>Name</i>
<b>Contact</b>	<i>name.#@osu.edu, office room/building, office hours</i>
<b>Semester</b>	<i>Autumn 2027</i>
<b>Location/Time</b>	<i>room/building, meets 2x/week for 2 hr. 40 minutes each meeting</i>
<b>Format</b>	Studio, 3 credits
<b>Prerequisites</b>	<i>Design 4156 Immersive Media Design 2</i>
<b>Description</b>	Facilitates high-level inquiry for a capstone project within experiential media design. Practice synthesizing, integrating, and applying learned processes, technology, and techniques, formulating research inquiries, exploring, and identifying a problem space, gathering data to inform and guide design, in the development of the capstone project.

### Course Goals

Upon completion of this course, students should be able to do the following:

1. Integrate design research methods into a plan for a culminating experiential media capstone project
2. Apply previous knowledge into the design of an experiential media project
3. Establish a set of design precedents to guide capstone work
4. Describe and respond with prototypes to the intended audiences and contexts, including recognition of the physical, cognitive, cultural, ethical, and social human factors that shape design decisions.
5. Communicate orally, visually and in writing about the proposed project in a clear and articulate manner, including online portfolio documentation
6. Create iterative project prototypes as an individual designer and as a member of a collaborative team
7. Choose appropriate industry standard software and tools for prototyping

### Associated Program Learning Outcomes

#### 1. *Design of Experiential Media:*

- a. **Identify** design opportunities and respond with functioning prototypes to demonstrate innovative and engaging experiential media concepts. *Associated course goals: (1) and (3)*
- b. **Demonstrate** practice of the processes for the development and coordination of digitally based design strategies (for example, storyboarding, prototyping, concept mapping, and the use of scenarios and personas). *Associated course goals: (3),(5) and (6)*

- c. **Employ** the use of concepts related to the visual, spatial, sound, motion, interactivity, coding, and temporal elements/features of technology in the creation and application of quality experiential media design. *Associated course goals: (4) and (5)*
  - d. **Create** experiential media environments that are technically proficient, aesthetically engaging, and conceptually sophisticated. *Associated course goals: (6) and (7)*
- 2. Critical Thinking and Analysis:**
- a. **Evaluate** works of creative technology in terms of their formal, conceptual, ethical, historical, and social impacts. *Associated course goals: (2),(3), and (4)*
  - b. **Apply** fundamental critical thinking skills to the analysis and interpretation of experiential media projects with particular attention to user-centered practices. *Associated course goals: (2),(3), and (5)*
  - c. **Appraise** the context and implication of one's own work with regard to social responsibility. *Associated course goals: (3) and (4)*
  - d. **Organize** and represent content structures in ways that are responsive to technological, social, and cultural systems. *Associated course goals: (4),(6) and (7)*
  - e. **Correlate** what is useful, usable, effective, and desirable with respect to user/ audience-centered digitally and physically based experiences. *Associated course goals: (4)*
- 3. Adaptability:**
- a. **Integrate** new media technologies with traditional media in the creation of tangible experiential media experiences. *Associated course goals: (1),(2), and (7)*
  - b. **Anticipate** and **adapt** to new technologies, concepts, and processes in experiential media creation. *Associated course goals: (2) and (6)*
  - c. **Demonstrate** problem-solving and collaborative skills in both technical and creative arenas in ways that enhance the ability to work successfully on teams and to organize collaborations among people on teams. *Associated course goals: (6)*
- 4. Professional Practice:**
- a. **Employ** both verbal and visual aspects of communication in the presentation of resulting creative works. *Associated course goals: (4) and (5)*
  - b. **Present** and **defend** work from an informed conceptual, ethical, historical, and social point of view. *Associated course goals: (2),(4), and (5)*
  - c. **Market** and **promote** one's work through portfolio development. *Associated course goals: (5)*

## Course Methodology

This studio course will consist of research practices and iterative prototyping for establishing, elucidating, and testing concepts for a capstone project. Studio time will be focused on capstone project development; documentation of process and progress along with analysis and reflection on evolving outcomes; and informal and formal presentations. Our time together will include shared learning, demonstrations, hands-on studio production work for individual and group work and critique. Once a week, students will make informal progress reports in small learning groups with the instructor. These weekly informal critiques will provide feedback on current process and allow for re-adjustments in project scope and realization goals.

Students are expected demonstrate satisfactory achievement of course objectives through the fulfillment of the pre-production for the capstone project and by contributing to class discussions, collaborative learning, and critique.

At the completion of preliminary research and identification of a problem space phase, students will define a list of final project deliverables that they will develop in their Spring semester capstone course (Design 5156). Students will map and consider touchpoints and all possible interactions that they can explore. Students should seek to balance ambition with feasibility and choose the key moments that will create the most compelling case for the proposed design solution.

There will be three graded development and implementation review phases, evenly spread across the 14-week semester, that will function as reflection points on process, progress, and outcomes for the student. At these reflection points, design professionals, faculty and graduate students will be invited to participate in review sessions.

During the course, each student must keep a documentation journal of ideas, progress on projects, references, readings, and web bookmarks related to their project. Students should maintain the journal as a discussion post on Carmen or the student's professional website. The journal must be presentable during any class time and used during discussions and presentations.

## **Reading and Viewing Materials**

Students will receive reading and viewing materials during the semester via Carmen. They will be an assortment of collected materials, short papers, and media to view covering a wide range of experiential media projects, emerging developments in the field and related materials.

## **Assignments**

Coursework assignments will consist of several exercises, short essays, and three capstone project studies. Capstone studies are a means of exploring possibilities and examining the viability of final project deliverables. Evaluation of studies is based upon documentation of work in progress along with analysis and reflection on outcomes.

### **Essays**

During the semester, students will write three short essays to identify a problem space, frame their research investigation, construct rationale and justification of potential design solutions, and address needs, concerns, and motivations of audience. Essays will become part of the capstone design proposal.

### **Capstone Studies & Prototype Documentation**

Capstone studies (three total) are a means to explore possibilities of and examine the viability of final project touchpoints. Students will propose sub-questions based on their research interest and write abstracts to inform each study. Deliverables for each of the three studies will include a working prototype that addresses a sub-question of the student's research focus. Students will include an analysis, documentation, and reflection on the studies within the final project proposal.

### **Capstone Proposal & Prototype Documentation**

By the end of the semester, XMD students will develop a three-section written proposal for the capstone project that represents a meaningful design-based inquiry. For successful completion of the course, students must include the following sections and content within the project proposal.

### Section 1: Study Purpose & Rationale, 3–5 pages

- **Problem Statement:** Introduce us to the area of investigation. What is the problem you are addressing? Who does it affect?
- **Justification:** Tell us why this project is important. Why is your proposed solution effective? Have others addressed this problem before? What did we learn from previous attempts at rectifying problem space?
- **Research Questions:** What research question is informing your investigation? Break the question down into 2-3 sub-questions.
- **Definition of Terms:** Define key terms through the lens of your investigation.

### Section 2: Capstone Studies, 2–4 pages & Prototype Documentation

- **Reflection:** What was your process like? What did you learn from each study? How will the studies inform the final design solution?
- **Documentation:** Visual and written web-based documentation as part of your portfolio, presenting explanations of concepts and working prototypes.

### Section 3: Capstone Project Plan, 3–5 pages & Prototype documentation

- **Assumptions:** What assumptions are you making about the people, settings, and the use of your design solution?
- **Limitations:** What guidelines have you established to ground your investigation?
- **Methods:** How are you going to complete your project? How will you investigate and evaluate your progress?
- **Documentation:** Visual and written web-based documentation as part of your portfolio, presenting explanation of capstone project concept and prototype.
- **Timeline:** Use a Gantt chart to illustrate your project schedule.

*See Calendar of Topics and Project Briefs for further details.*

## Grading

Evaluations for each project deliverable will consist of a numerical grade following the grading scale listed below.

- **Essays** – 5 points each, total of 15 points
- **Capstone Studies** - 60 points
- **Capstone Proposal and Documentation** - 25 points

Work evaluations falls within four equally weighted categories. Excellence in each of these categories constitutes a grade of “A”: **Degree of exploration • Degree of resolution • Quality, depth, and synthesis of research • On-time completion**

### Grading Scale

A+ (97–100), A (93–96), A- (90–92)  
B+ (87–89), B (83–86), B- (80–82)  
C+ (77–79), C (73–76), C- (70–72)  
D+ (67–69), D (65–66), E (below 65)

## Grading Policy

To receive a passing grade in the course, students must demonstrate satisfactory achievement of course learning objectives through fulfillment of course assignments and by contributing to class discussions. Adherence to deadlines is expected. It is the individual student's responsibility to keep track of the goals and deadlines and to present the work to the class and instructor on the specified dates. All assignments must be completed and turned in to receive a passing grade in the course.

Late or missed goals will be graded as follows:

- An assignment turned in after the original due date but by the start of the next class will have the grade reduced 10%
- An assignment turned in after the original due date and after the subsequent next class start time but before the start time of the 3rd subsequent class (1 week) will have the grade reduced 30%
- Late assignments turned in more than 4 classes (2 weeks) past the original due date will receive a grade (D).

## Attendance Policy

All students are required to be on time and in attendance for each class. Arrive less than 10 minutes late to be counted as present. Four (4) absences will lower a final grade by 1/3 a letter. Five (5) absences will lower a final grade by one letter. Six (6) absences will result in a failing grade ("E") for the course. The need for excused absences should be discussed with the instructor (e.g., your own illness, family illness or death, conference presentations) **Do not come to class if you are feeling ill, have a temperature or have been told to isolate or quarantine. Let me know if you are ill and you will be excused without penalty.**

## 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 accommodation, I request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## **Help for Distressed Students**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support, and advocacy. This service is free and confidential.

## **Religious Statement**

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements, or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit [odi.osu.edu/religious-accommodations](http://odi.osu.edu/religious-accommodations).

## **Academic Misconduct Statement**

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/>.



# Calendar of Topics and Assignments

## Week 1

Topic: Introduction, Overview, Resources, Expectations

Making: Study One **ASSIGNED**

Writing: Research Question / Study One abstract

## Week 2

Topic: Design Research Methods

Making: Study One *cont'd*

Writing: Study One documentation

## Week 3

Topic: Design Research Methods

Making: Study One *cont'd*

Writing: Study One documentation

## Week 4

Topic: Problem Statement and Justification

Making: Study One **DUE**

Writing: Study One documentation

## Week 5

Topic: Problem Statement and Justification

Making: Study Two **ASSIGNED**

Writing: Essay 1 - Problem Statement / Study Two abstract

## Week 6

Topic: Assumptions and Limitations

Making: Study Two *cont'd*

Writing: Study Two documentation

## Week 7

Topic: Assumptions and Limitations

Making: Study Two *cont'd*

Writing: Study Two documentation

## Week 8

Topic: Designing for People, Setting, and Use

Making: Study Two **DUE**

Writing: Study Two documentation

## Week 9

Topic: Designing for People, Setting, and Use

Making: Study Three **ASSIGNED**

Writing: Essay 2 - Justification / Study Three abstract

**Week 10**

Topic: Designing for People, Setting, and Use

Making: Study Three *cont'd*

Writing: Study Three documentation

**Week 11**

Topic: Designing for Uncertainties

Making: Study Three *cont'd*

Writing: Study Three documentation

**Week 12**

Topic: Designing for Uncertainties

Making: Study Three **DUE**

Writing: Study Three documentation

**Week 13**

Topic: Writing Research Proposal

Making: Study Refinement

Writing: Essay 3 – Design Strategy / Research proposal

**Week 14**

Topic: Writing Research Proposal

Making: Study Refinement

Writing: Research proposal

**Finals Week**

Presentation: Capstone Plan Proposal and Documentations

**The Ohio State University  
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

Department of Design

Initiating Academic Unit	Course Number	Course Title	
New major proposal and ten new courses			8/1/2023
Type of Proposal (New, Change, Withdrawal, or other)			Date request sent
ACCAD			8/15/2023
Academic Unit Asked to Review			Date response needed

**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

ACCAD grants concurrence for Design's new major XMD based on agreements outlined in email exchanges in early May 2023 between Design and ACCAD. Basically, Design will be financing a lecturer who will duplicate Kyoung's ACCAD 5002 course. This will not happen until the first XMD cohorts reaches their 3d year, Design will see if 5301 is also impacted (can we add capacity or do we need to duplicate). More details in the emails.

**Signatures**

<i>Jana Hashamova</i>	Interim Director	ACCAD	8/17/2023
Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

## Re: Concurrence request

Lisbon, Laura <lisbon.1@osu.edu>

Thu 8/17/2023 7:52 AM

To: Beecher, Mary A. <beecher.17@osu.edu>

Cc: Munch, Fabienne <munch.31@osu.edu>

Dear Mary Anne,

The Department of Art offers its concurrence for the new Experiential Media Design major as well as the new courses developed to support the major.

Best wishes,

Laura



The Ohio State University

**Laura Lisbon**

Professor and Chair

### The Ohio State University

Department of Art

College of Arts and Sciences

254C Hopkins Hall, 128 N Oval Mall, Columbus, OH 43210-1319

614-247-5551 Office / 614-292-5072 Art Office

[lisbon.1@osu.edu](mailto:lisbon.1@osu.edu), [art.osu.edu](http://art.osu.edu)

Pronouns: she/her/hers

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**From:** "Munch, Fabienne" <munch.31@osu.edu>

**Date:** Tuesday, August 1, 2023 at 2:47 PM

**To:** "Arora, Anish" <anish@cse.ohio-state.edu>, "Westlake, E.J." <westlake.35@osu.edu>, "Hashamova, Yana" <hashamova.1@osu.edu>, "Lisbon, Laura" <lisbon.1@osu.edu>

**Cc:** "Beecher, Mary A." <beecher.17@osu.edu>

**Subject:** Concurrence request

Dear Chairs and Directors,

The Department of Design is seeking your department's concurrence for a new Bachelor of Science in Design (BSD) program in Experiential Media Design (XMD).

The purpose of the undergraduate design program in Experiential Media Design (XMD) is to prepare designers in conceptualizing and constructing engaging and compelling user experiences through innovative, playful and collaborative creative media practices. Over the course of their studies, students become adept at aligning the principles of design with the construction of immersive experiences that engage people. Students learn to harness and apply the latest media technologies in ways that are uniquely tailored to the needs and requirements of each experience and its stakeholders.

For your review, I have attached the program proposal for the new major and syllabi for the ten new associated courses in the Department of Design, they are:

- DESIGN\_XMDProgramProposal.pdf
- DESIGN\_XMDNewCourses.pdf

I have also attached the College's fillable .pdf concurrence form if you would like to use that, or an email may be substituted for this form.

I would appreciate it if you would email your responses/concurrences to Dr. Mary Anne Beecher ([beecher.17@osu.edu](mailto:beecher.17@osu.edu)), the Department of Design Undergraduate Studies Chair. Responses are due by Tuesday, August 15, 2023. Concurrence will be assumed if no response is received within two weeks.

Thank you for your attention to this request, and thank you for your partnership,

Fabienne



**THE OHIO STATE UNIVERSITY**

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**Fabienne Münch, PhD**

Professor and Department Chair

**The Ohio State University**

College of Arts and Sciences

Department of Design

100 Hayes Hall

108 North Oval Mall, Columbus, OH 43210

614.247.8943 Office

[munch.31@osu.edu](mailto:munch.31@osu.edu)

Pronouns: she/her/hers

**From:** Arora, Anish <anish@cse.ohio-state.edu>  
**Sent:** Wednesday, August 23, 2023 17:52  
**To:** Munch, Fabienne <munch.31@osu.edu>  
**Cc:** Fosler-Lussier, Eric <fosler@cse.ohio-state.edu>; Sivilotti, Paul <paolo@cse.ohio-state.edu>  
**Subject:** RE: Concurrence request

Dear Fabienne,

We appreciate the recent discussions and concur.

In what will now be an action item on our side, we'll reflect on alternatives for reviving gentler introductions to programming that already on books or offering other pathways for students, but this won't restrict what you're seeking concurrence for at the moment.

With best wishes,  
Anish

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Anish Arora  
Professor and Chair, Computer Science and Engineering  
Faculty Director, 5G-OH Connectivity Center  
[arora.9@osu.edu](mailto:arora.9@osu.edu)

Ingrid Rivera  
Executive Assistant  
[rivera.153@osu.edu](mailto:rivera.153@osu.edu)  
614-292-5973 Office



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Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Proposal to review**

Department of Design

Initiating Academic Unit	Course Number	Course Title	
New major proposal and ten new courses			8/1/2023
Type of Proposal (New, Change, Withdrawal, or other)			Date request sent
Department of Theatre, Film, and Media Arts			8/15/2023
Academic Unit Asked to Review			Date response needed


**B. Response from the Academic Unit reviewing**

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

TFMA may need to increase seats in TH 5331 (one of the listed elective options). Logan and I already have a meeting scheduled to discuss offerings for screenwriting and will add this to considerations for our schedule planning.

ACCAD 5002 is part of the Production Studio category offerings in MIP. As Emily and I noted in a thread from 4/4, we only have 4 seats per section reserved for MIP students. ACCAD 5002 may become an issue if there is an increase in MIP majors and a subsequent additional group of students in the major needing this course without increased seats or offerings by ACCAD.

**Signatures**

1.		Chair	TFMA	8-16-23
	Name	Position	Unit	Date
2.	Name	Position	Unit	Date
3.	Name	Position	Unit	Date