

Term Information

Effective Term Spring 2028

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 5156
Course Title Experiential Media Design Capstone 2
Transcript Abbreviation XMDCapstone2
Course Description Development, testing and implementation to realize the design solution and final deliverables for a technologically-based capstone project in experiential media. Project culminates in presentation in annual senior show and portfolio documentation.
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 5106
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

- Create and present a designed experiential media project in a real-world context.
- Synthesize, integrate and apply previous knowledge into the design of an experiential media design project.
- Identify and address ethical issues and stakeholder concerns.
- Demonstrate collaborative learning among your peers.
- Exhibit self-directed learning practices.
- Document conceptual and technical process and final project in a portfolio format.
- Choose appropriate industry standard software and tools for the project.

Content Topic List

- Analysis; documentation; reflection; proposal; research questions; research methods; problem statement; project development; project presentation; ethics; stakeholders

Sought Concurrence

Yes

Attachments

- DESIGN5156XMDCapstoneStudio2.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 12:55 PM	Submitted for Approval
Approved	Munch, Fabienne	08/24/2023 05:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2023 11:20 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 11:20 AM	ASCCAO Approval

Design 5156: Experiential Media Design Capstone Studio 2

Instructor	<i>Name</i>
Contact	<i>name.#@osu.edu, office room/building, office hours</i>
Semester	<i>Spring 2028</i>
Location/Time	<i>room/building, meets 2x/week for 2 hr. 40 minutes each meeting</i>
Format	Studio, 3 credits
Prerequisites	<i>Design 5106 Experiential Media Design Capstone Studio 1</i>
Description	Development, testing and implementation to realize the design solution and final deliverables for a technologically based capstone project. Project culminates in presentation in annual senior show and portfolio documentation.

Course Goals

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

1. Execute and present a well-researched and engaging experiential media project for installation in the annual senior show
2. Synthesize, integrate, and apply previous knowledge into the design of an experiential media design project
3. Integrate physical and virtual artifacts as part of the experience design
4. Identify and address ethical issues and stakeholder concerns
5. Demonstrate collaborative learning with your peers and self-directed learning practices
6. Document conceptual and technical process and final project in a portfolio format
7. Experiment with new technological possibilities and industry standard software and tools for the project
8. Present and defend work from an informed point of view

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 (2)*
- 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: (2) and (8)*
- 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: (1),(2),(3) and (8)*

- d. **Create** experiential media environments that are technically proficient, aesthetically engaging, and conceptually sophisticated. *Associated course goals: (1)*
- 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)*
 - 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) and (4)*
 - c. **Appraise** the context and implication of one's own work with regard to social responsibility. *Associated course goals: (2) and (4)*
 - d. **Organize** and represent content structures in ways that are responsive to technological, social, and cultural systems. *Associated course goals: (1),(3),(6) and (8)*
 - e. **Correlate** what is useful, usable, effective, and desirable with respect to user/ audience-centered digitally and physically based experiences. *Associated course goals: (1) and (4)*
- 3. Adaptability:**
- a. **Integrate** new media technologies with traditional media in the creation of tangible experiential media experiences. *Associated course goals: (1) and (7)*
 - b. **Anticipate** and **adapt** to new technologies, concepts, and processes in experiential media creation. *Associated course goals: (1) and (7)*
 - 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: (5)*
- 4. Professional Practice:**
- a. **Employ** both verbal and visual aspects of communication in the presentation of resulting creative works. *Associated course goals: (2),(6), and (8)*
 - b. **Present** and **defend** work from an informed conceptual, ethical, historical, and social point of view. *Associated course goals: (2),(6), and (8)*
 - c. **Market** and **promote** one's work through portfolio development. *Associated course goals: (1), (7) and (8)*

Course Methodology

This course will focus on research through making, therefore the course format is that of a working design studio. Coursework will consist of ongoing capstone project development; documentation of process and progress along with analysis and reflection on evolving outcomes; and informal and formation presentations.

Students will establish personalized work and scope deadlines based on Autumn semester planning in Design 5106 and with the guidance of the instructor of this course. Specifics of the schedule will detail critical phases of the project realization and measurable outcomes.

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.

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. Final presentation of the capstone project will be installed as part of the annual undergraduate Design show.

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.

Assignments

Phase 1, 2 and 3 Presentations:

Development and implementation of the capstone project will be divided into three phases over the course of the semester. Students will make formal presentations (visual, aural, and verbal) of their current prototype at each end of a phase. The purpose of each presentation is for students to engage in discussions about their project's current direction, consideration of scoping, effectiveness of communication to intended audience and of specific project focused topic. This feedback should inform the following phase of work for each student.

Capstone Project:

The final deliverable will be an expanded experiential media case study consisting of a high-fidelity digital and or analog system-based application.

Documentation:

Students will publish their weekly process, research, iterative artifacts, and written reflections on their design process as a case study on an accessible web-based platform.

Exhibition:

In addition to the final deliverables and documentation, students will present their work in a Spring Exhibition to showcase outcomes of Capstone Project.

See Calendar of Topics and Project Brief for further details.

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.

Grading

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

- **Phase 1, 2, & 3 Presentations** - 30 points
- **Capstone Project** - 40 points

- **Documentation** - 20 points
- **Exhibition** - 10 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; 614-292-3307; 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) 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.

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

Writing: Revisit Project Proposal from AU semester

- Establish Prototyping Timeline
- Establish weekly work scope for Phases 1-3
- Confirm materials and supplies needed

Week 2

Topic: Designing for People, Setting, and Use

Making: Capstone Project Development, Phase 1

Documentation: Capstone Project Phase 1, web-based text, and visuals

Week 3

Topic: Designing for People, Setting, and Use

Making: Capstone Project Development, Phase 1

Documentation: Capstone Project Phase 1 documentation web-based text and visuals

Informal Feedback Session: Work towards Phase 1 Goals

Week 4

Topic: Designing for People, Setting, and Use

Making: Capstone Project Development, **Phase 1 DUE**

Presentation & Feedback Session: Capstone Project, Phase 1

Week 5

Topic: Visual, spatial, sound, motion, interactivity, coding, temporal elements of technology

Making: Capstone Project Development, Phase 2

Documentation: Capstone Project Phase 2, web-based text, and visuals

Informal Feedback Session: Capstone Project, Phase 2

Week 6

Topic: Visual, spatial, sound, motion, interactivity, coding, temporal elements of technology

Making: Capstone Project Development, Phase 2

Documentation: Capstone Project Phase 2, web-based text, and visuals

Informal Feedback Session: Capstone Project, Phase 2

Week 7

Topic: Visual, spatial, sound, motion, interactivity, coding, temporal elements of technology

Making: Capstone Project Development, Phase 2

Documentation: Capstone Project Phase 2, web-based text, and visuals

Informal Feedback Session: Capstone Project, Phase 2

Week 8

Topic: Blending physical and digital experiential media environments through design

Making: Capstone Project Development, **Phase 2 DUE**

Presentation & Feedback Session: Capstone Project, Phase 2

Week 9

Topic: Blending physical and digital experiential media environments through design

Making: Capstone Project Development, Phase 3

Documentation: Capstone Project Phase 3, web-based text, and visuals

Informal Feedback Session: Capstone Project, Phase 3

Week 10

Topic: Blending physical and digital experiential media environments through design

Making: Capstone Project Development, Phase 3

Documentation: Capstone Project Phase 3, web-based text, and visuals

Informal Feedback Session: Capstone Project, Phase 3

Week 11

Topic: Communicating about Your Design Work

Making: Capstone Project Development, Phase 3

Documentation: Capstone Project Phase 3, web-based text, and visuals

Informal Feedback Session: Capstone Project, Phase 3

Week 12

Topic: Communicating about Your Design Work

Making: Capstone Project Development, **Phase 3 DUE**

Presentation & Feedback Session: Capstone Project, Phase 3

Week 13

Topic: Refining the prototype design

Making: Capstone Project Delivery

Documentation: Research Reflections, web-based text, and visuals

Week 14

Topic: Anticipating new design questions and design possibilities

Making: Capstone Project Delivery

Documentation: Research Reflections, web-based text, and visuals

Finals Week

Deliverables: Capstone Project

Exhibit: Capstone Project Installation

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

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, art.osu.edu

Pronouns: she/her/hers

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), 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

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

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

Anish Arora
Professor and Chair, Computer Science and Engineering
Faculty Director, 5G-OH Connectivity Center
arora.9@osu.edu

Ingrid Rivera
Executive Assistant
rivera.153@osu.edu
614-292-5973 Office



THE OHIO STATE UNIVERSITY

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College of the Arts and Sciences Concurrence Form**

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A. Proposal to review

Department of Design

Initiating Academic Unit	Course Number	Course Title	
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New major proposal and ten new courses	8/1/2023
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Type of Proposal (New, Change, Withdrawal, or other)	Date request sent
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Department of Theatre, Film, and Media Arts	8/15/2023
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Academic Unit Asked to Review	Date response needed
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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. Name	Chair Position	TFMA Unit	8-16-23 Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date