From: Smith, Randy
To: Munch, Fabienne; Palazzi, Maria
Cc: Leite, Fabio; Reed, Katie; Smith, Randy; King, Tara; Duffy, Lisa; Hunt, Ryan; Vankeerbergen, Bernadette; Renga, Dana; Horn, David; Greenbaum, Rob; Martin, Andrew
Subject: Proposal to establish a new major in Experiential Media Design
Date: Friday, January 26, 2024 2:25:10 PM
Attachments: image001.png

Fabienne and Maria:

The proposal from the Department of Design to establish an undergraduate major program in Experiential Media Design leading to the Bachelor of Science in Design degree was approved by the Council on Academic Affairs at its meeting on January 24, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next <u>Annual Activities Report</u> to the University Senate (July 2024).

I will now work with the College of Arts and Sciences to prepare the proposal for submission to the Ohio Department of Higher Education. I would expect action at that level in Summer 2024. I will monitor its progress closely. The program may not be offered until that level of approval is secured.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

I wish you success with this exciting new program.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201
614-292-5881 Office
smith.70@osu.edu
Assisted by:
Katie Reed
Executive Assistant
(614) 292-5672
reed.901@osu.edu

THE OHIO STATE UNIVERSITY

College of Arts and Sciences

Office of the Associate
and Assistant Deans

114 University Hall
230 North Oval Mall
Columbus, OH 43210

614-292-1667 Phone
asc.osu.edu

November 21th, 2023

W. Randy Smith, Vice Provost
Council on Academic Affairs
Bricker Hall
CAMPUS

Dear Randy:

I am pleased to endorse the proposal submitted by the Department of Design to create a Bachelor of Science in Design--Experiential Media Design. This new major meets growing student demand in this area.   This major also represents the close collaboration between the Department of Design and the Advanced Computing Center for the Arts and Design (ACCAD).

The proposed curriculum is well designed and accessible. The major does not duplicate any other currently offered at Ohio State and complements other programs in ASC and in other colleges. It has the full support of the College of Arts and Sciences.

Sincerely,

Andrew W. Martin
Associate Dean for Undergraduate Education
Professor, Department of Sociology

THE OHIO STATE UNIVERSITY

Department of History

210 Dulles Hall
230 Annie and John Glenn Avenue
Columbus, Ohio 43210

614-292-5344 Phone
staley.3@osu.edu

November 11, 2023

To the Arts and Sciences Curriculum Committee;

On October 6, 2023 the Arts and Sciences Curriculum Committee's Arts and Humanities Subcommittee 1 reviewed and approved a proposal from the Department of Design to develop a new major in Experiential Media Design.

As the culture of interactivity, games and animation continues to expand, there is a need for industry leaders to design new kinds of user experiences, storytelling and play through innovative and emerging creative practices. The Experiential Media Design major will be about integrating the domains of design, storytelling and technology within physical and virtual environments to create multisensory eco-systems.

The purpose of the undergraduate design education 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 will become adept at aligning the principles of design with the construction of immersive experiences that engage people. Students will 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.

The U.S. Bureau of Labor Statistics predicts a 23% increase in employment for "digital designers" for the 2021-2031 job outlook. A 2019 PricewaterhouseCoopers report estimated that 23 million jobs will be enhanced by XR technologies by 2030. Glassdoor states the average base salary for VR/AR developers is $88,472. In short, there is a growing market with well-paying jobs awaiting the graduates of this new design major.

The Department of Design has grown to include five faculty members with extensive expertise in the area of computer graphics and animation, game design, interaction design and extended reality (XR).

There are no design programs in our region directly offering this type of professional major, and the Department of Design are eager to have further means to distinguish their graduates to prospective employers, both regionally and nationally. Industries such as the gaming industry, and the interactive entertainment industry by and large, as well as cultural institutions with a mission to provide universal access to knowledge are in dire need of a new workforce educated in the design and development of interactive technologies.

We advance the proposal to create the new major in Experiential Media Design to the Arts and Sciences Curriculum Committee with a motion to approve.

Sincerely,

David J. Staley, PhD
Associate Professor of History
Chair, Arts and Humanities Subcommittee 1

THE OHIO STATE UNIVERSITY

College of Arts and Sciences

Department of Design

100 Hayes Hall
108 N. Oval Mall
Columbus, OH 43210

614-292-6746 Phone
614-292-0217 Fax

design.osu.edu

RE: Departmental Letter of Support for the Experiential Media Design major

From: Fabienne Münch, Department of Design Chair

Date: August 21, 2023

The Department of Design recommends approval of this proposed fourth undergraduate major in Design with great enthusiasm. We developed this new major, called *Experiential Media Design* (or XMD), in response to several factors that are shaping contemporary design practices today. XMD addresses the evolving way designers shape experiences that orient, inform, educate, and delight stakeholders using current and emerging digital technology.

Experiential media is the integration of computational media into everyday experiences. Experiential media designers integrate people into digital and hybrid experiences thoughtfully so that they engage an activity's meaning—not just the activity itself. Over the past five years, we have observed an increase in the number of prospective students who want to integrate emerging technologies into their practices to visualize stories, data, and information, and to create new kinds of experiences, often (but not exclusively) in the form of digital games, virtual reality, and augmented reality projects. The addition of *Experiential Media Design* to our current three undergraduate majors creates a logical expansion that capitalizes on student interest and the university's on-going investment in facilities in the Arts Hub. We believe this is the right time for us to expand our programs in this direction because we have faculty members whose expertise can support designing mediated experiences using emerging technologies, and because we enjoy a close working relationship with the Advanced Computing Center for the Arts and Design (ACCAD), where several of those faculty members conduct research and teach courses. These faculty members already support our highly ranked and popular MFA in Design with a focused track of study in *Digital Animation and Interactive Media* (DAIM). We anticipate that graduate students will play instructional roles in support of the XMD major.

The proposed major has significant similarities with our three long-standing successful undergraduate design majors. XMD students will participate in a first-year design foundations program for all majors which prepares students to think like designers and to begin to use tools and processes that all designers need to know and understand. They will participate in a selective admissions process at the end of their first year to determine their acceptance into a major cohort of eighteen to twenty students. Ohio State's design majors are known for their socially relevant, research-focused practices and collaborative ways of creating and working, and those qualities will characterize this major as well.

There are no design programs in our region directly offering this type of professional major, and we are eager to have further means to distinguish our graduates to prospective employers, both regionally and nationally. Industries such as the gaming industry, and the interactive entertainment industry by and large, as well as cultural institutions with a mission to provide universal access to knowledge are in dire need of a new workforce educated in the design and development of interactive technologies.

The Department of Design recognizes that the creation of this new major will necessitate the creation of some new courses. The curriculum for this new XMD major is made up of new and existing courses that are already offered by Design and ACCAD; however, and in many cases, the addition of more students will simply necessitate the addition of one section. Design faculty currently support the *Moving Image Production* major, the interdisciplinary *Game Studies* minor, and the visualization specialization in the *Data Analytics* BS program by providing instruction to their students. With this new design major, the XMD curriculum will benefit from accessing established courses along with the creation of new courses that may be of interest to students majoring in these allied programs. Unlike courses in our existing three design majors, we intend for XMD students to blend into courses with students from other majors, thereby supporting the university's expanding emphasis on interdisciplinary learning.

The Department of Design initiated work on this major's development prior to the COVID-19 pandemic, and it has evolved since then through a learning curve and shifting approaches to pedagogy, changes in access to resources, a transition in departmental leadership, and the evolution of the ever-growing workforce needs for technology-savvy designers to create exciting and meaningful experiences for the public. As a seed of an idea, the prospect of the XMD major received enthusiastic support from the first time it was outlined to the academic unit review team few years ago. Today, XMD has reach a maturation level which allows us to proudly present this well-balanced, viable, and future-focused program for approval.

Sincerely,

Dr. Fabienne Münch, Professor and Chairperson
Department of Design
100 Hayes Hall
108 North Oval Mall
Columbus, OH 43210

Experiential Media Design Major Proposal
Department of Design
The Ohio State University
v. 8/28/2023

1. **General Information**
   - **Name of Proposed Major:** Experiential Media Design
   - **Degree students completing the major will receive:** BSD (Bachelor of Science in Design)
   - **Proposed implementation date:** AU 2024
   - **Academic units responsible for administering the major program:** Department of Design, College of Arts and Sciences

2. **Rationale**

   The future is experiential!
   As the culture of interactivity, games and animation continues to expand, there is a need for industry leaders to design new kinds of user experiences, storytelling and play through innovative and emerging creative practices. Experiential Media Design is about integrating the domains of design, storytelling and technology within physical and virtual environments to create multisensory eco-systems. Through digital interactions, we can enhance the human experience in the built environment.

   We are surrounded by experiential media, perhaps the most recent, well-known being the Tokyo 2020 Olympic Games Opening Ceremony. Other notable professional examples being *Flight Paths* created by Steve Waldeck (https://www.codaworx.com/projects/flightpaths-hartsfield-jackson-international-airport/), which simulates a walk through the native Georgia forest based on deep ecological research expressed with immersive lighting, video, projection, and sound effects located in the 450-foot underground walkway of the Atlanta Airport; *Armistice Soundwave* by Coda to Coda (https://codatocoda.com/blog/making-a-new-world-armistice-soundwave/), an installation at London's Imperial War Museum that enables visitors to reimagine what the end of the First World War might have sounded like; and *Anne Frank VR* by Force Field (https://annefrankhousevr.com/) in this project virtual reality (VR) enables people to travel back to the years of WWII and wander through the rooms of the Secret Annex, where Anne Frank, her family and four other Jews hid from Nazi persecution. Each of these examples represents the thorough and careful research, planning and construction that is required to design immersive, coherent, inventive and holistic experiences for the viewer.

   The department of Design at Ohio State has grown to include five faculty members with extensive expertise in the area of computer graphics and animation, game design, interaction design and extended reality (XR). Related creative research projects by this group include Assistant Professor of Design Shadrick Addy's *History Re-experienced* project (https://shadrickaddy.com/research/mgdthesis.html) which integrates mixed reality systems into historic house museums, Assistant Professor of Design Matthew Lewis's *Silent Film AR* (https://www.asc.ohio-state.edu/lewis.239/public/project/silent-film-ar/) project which enables viewers with the ability to walk into historic silent films using Augmented Reality technologies, Associate Professors of Design Kyoung and Scott Swearingen's collaborative project *The Woods* (https://kyoungswearingen.com/the-woods), a mixed-reality, two-player cooperative game that addresses the perils of social isolation and Professor of Design Maria

Palazzi's collaborative work on the *Virtual Field Lab* project (https://accad.osu.edu/research-gallery/virtual-field-lab) an immersive learning virtual reality (VR) experience for Social Work students enabling them to step into the experiences of their clients. These projects and the many others created by this group of experienced faculty demonstrate the strength, investment and vision of the Department of Design in this area and the existing expertise to train designers in this exciting and expanding new area of design.

Program Purpose
The purpose of the undergraduate design education 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.

Why is this strategic?
- The future is experiential, and the Department of Design at Ohio State must be educating our students to design in this space.
- The Department of Design has a critical mass of faculty with expertise in this area.
- As an emerging discipline this opportunity would enable the Department of Design to define a very distinct design program at the University and in the State of Ohio.

The three professional majors currently offered by the Department of Design (Industrial Design, Interior Design, Visual Communication Design) each prepare students for established professional practices in the design of objects, spaces, and systems. The Experiential Media Design program specifically addresses the integration of digital experiences into the physical world. **The proposal of a fourth professional design major in Experiential Media Design (XMD) supports the emergence of newly evolving practices that orient, inform, educate, and delight people through their digital encounters.**

Assessment data
The Design department has consistently had high demand for entrance into our program, therefore, it is our desire to grow our department with an additional body of students, into an area of excellence that can accommodate new Ohio State students who wish to be designers. We have simultaneously experienced an increase in the number of prospective students who want to explore emerging and immersive technologies to visualize stories, data, and information, and to create new kinds of experiences that often take the form of digital games, virtual reality, and animation projects. Likewise, since 2015, our department has benefited from faculty hiring opportunities in the areas of digital design, game design, and design with emerging technology. The addition of *Experiential Media Design* to our undergraduate design majors creates a logical expansion that capitalizes on student interest, faculty expertise, and university provision of facilities. It received enthusiastic support from our external academic unit review team in Autumn 2018.

Design's external reviewers emphasized the department's capacity to provide additional programs in their assessment report, because design practice has expanded tremendously over

the last two decades; a fact that has resulted in growth for design education in most of Ohio State's peers.[1] The reviewers endorsed the concept of establishing a new undergraduate design major to parallel Ohio State's *Digital Animation and Interactive Media* track in its MFA program in Design. They recognize that the College of Arts and Sciences has already invested in a significant amount of the personnel needed to support this major, and they endorsed this idea as a growth strategy that is both relevant and efficient.

Unique characteristics or resources

The emergence of a truly integrative hybrid physical-digital culture will require the broad integration of knowledge across design, computer science, visual and performing arts, humanities, and the social sciences.

Just as designers in professional practice direct their efforts toward problems and challenges that exist within a broad range of domains, the *Experiential Media Design (XMD)* program will build stronger curricular and research-oriented connections through academic and research experiences.

Within the Department, we see opportunities for XMD majors to learn about prototyping practices and materials and processes from our Industrial Design expertise, to learn about choreographing space from our Interior Design expertise and about developing effective messaging from our Visual Communications expertise. XMD majors will be afforded this opportunity through the exploratory electives and through the Collaborative Studio experience that overlaps all majors in Design in a collaborative studio course.

The proposed XMD curriculum supports a 12-credit **exploratory electives** thread that enables students, as they build knowledge of the experiential media design domain, to choose courses from a curated list to enhance their expertise in a particular area or to experiment in topics of interest as juniors and seniors. This thread takes advantage of the areas of expertise at Ohio State and external to the Department of Design. These learning experiences will best prepare designers of the future for the types of transdisciplinary teams they will work within.

The Experiential Media Design program will likewise strengthen Design's capacity to collaborate with faculty and students in other majors. Experiential media requires the understanding and practice of forms of time-based storytelling, through narrative and experimental approaches, which crosses over to Theatre, Moving Image Production, and English. The School of Music and Department of Theatre, Film, and Media Arts contribute expertise on sound and its implications in storytelling. Students engaged in this major can take advantage of immersive media-driven research and scholarship already underway at the Advanced Computing Center for the Arts and Design (ACCAD). The use of motion capture technology and computer graphics expertise at ACCAD provides a foundation for generating animation and real-time immersive digital design experiences as whole sensory environments that include sound and musical composition as an integral part of digital storytelling. Artists using digital media that is shared with design can

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[1] Within the Big 10, the University of Michigan, the University of Minnesota, the University of Nebraska, the University of Illinois, the University of Wisconsin, and Purdue University have all built new expanded facilities or have added design-related programs of study in the 21st century.

collaborate on projects that leverage the use of experimental practices that are more common to artistic investigations.

A. *This major makes efficient use of existing resources*

This new major demonstrates efficiency in two primary ways. First, it capitalizes on the fact that the Department of Design has been offering a highly ranked, successful, and popular graduate degree in this area of design practice for many years: the MFA in Design with a focused track of study on *Digital Animation and Interactive Media* (DAIM). Expanding our undergraduate program into a related area will create opportunities for the faculty who already support our graduate program to extend their instructional reach. Likewise, graduate students in that program will play an instructional role in the introductory-level courses for XMD.

The curriculum for this new Design major comprises new and existing courses already offered by Design and other departments. This sharing of curriculum has been an evolving part of our Design Department's philosophy of Ohio State as One University. Design is already part of the *Moving Image Production* major, the interdisciplinary *Game Studies* minor and the visualization specialization in the Data Analytics BS program. The Game Studies Minor includes the Department of Design's existing game design course sequence. The *Moving Image Production* students take beginning and intermediate animation courses from Design professors who teach ACCAD courses. With this new design major, the XMD curriculum will benefit from access to established courses by offering additional sections and from the addition of new courses that will be of interest to the stated related majors in other departments.

B. *The new major contributes collaborative advantages for existing design majors*

Because the Department of Design has structured its curricula to maximize interdisciplinary and collaborative opportunities for students in its professional majors, the addition of an *XMD* major will contribute an essential new dimension to our array of design offerings. This is a logical next step in scale and dimension in the specialized expertise we make available to the students who apply to our programs, from environments to products to a breadth of digital communication products to time-based or immersive experiences that leverage time and motion to maximize their impact.

Benefits for students, Ohio State University, the State of Ohio

Designing for systems that interact seamlessly with each other and the world around us and anticipating our growing reliance on digital experiences is already an expectation for designers entering practice today. Designers who can use contemporary computational tools to advance a gamut of industries—from medicine to manufacturing and education to entertainment—will have a desired edge. Designers with knowledge of design methods and principles and who use sophisticated design media and tools are part of the future of design practice. Our programs already educate designers to put people at the center of their considerations to ensure positive human experiences with new products. This new major will extend that perspective to the creation of digital experiences that ensure that design makes healthy and productive contributions to our environments by creating positive new ways to interact, communicate, and experience our world through digital media. Expansive international industries—gaming, entertainment, healthcare, education, insurance, etc.—all depend on the design of new integrated products, services, systems, and experiences that require contributions from designers. Ohio State should support the education of specialists who can transform ideas into realities.

Career Opportunities

A. There is a growing market demand for new types of designers

This experiential media design major in Design will prepare students to enter a number of careers for designers with the ability to integrate the digital and physical attributes of environments and experiences that are or will become part of people's everyday lives. These include design for exhibitions and museum spaces that incorporate a hybrid of storytelling and environment; vast spaces such as airports and arenas that rely the ability to integrate information with navigation; events such as concerts and performances that blend live elements with computer-generated content; re-invented retail experiences that connect people with products in virtual and immediate ways; and a redefined approach to design that integrates motion, animation, games, interactivity, and immersive technologies such as augmented and virtual reality. There is a thriving job market for designers with expertise in using time-based media to create immersive digital experiences.

B. Labor data describes increasing professional opportunities

The U.S. Bureau of Labor Statistics predicts a 23% increase in employment for "digital designers" for the 2021-2031 job outlook. People working in industries in this category made an average of $78,300 per year median pay in 2021.[2] According to Forbes, XR technologies will be "one of the most transformative trends in the next five years". A 2019 PricewaterhouseCoopers report estimated that 23 million jobs will be enhanced by XR technologies by 2030[3]. Glassdoor states the average base salary for VR/AR developers is $88,472[4]. In short, there is a growing market with well-paying jobs awaiting the graduates of our new design major.

3. **Program Learning Outcomes and Evaluation**

Program Learning Outcomes

At the end of this program students should be able to:

1. *Design of Experiential Media:*
    a. Identify design opportunities and respond with functioning prototypes to demonstrate innovative and engaging experiential media concepts.
    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).
    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.
    d. Create experiential media environments that are technically proficient, aesthetically engaging, and conceptually sophisticated.

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[2] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Web Developers and Digital Designers, at https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm (accessed 12/21/2022).
[3] PricewaterhouseCoopers, Media Centre, at https://www.pwc.com/id/en/media-centre/press-release/2020/english/virtual-and-augmented-reality-could-deliver-a-p1-4trillion-boost.html (accessed 7/18/2023)
[4] Glassdoor.com, Salaries at https://www.glassdoor.com/Salaries/vr-ar-developer-salary-SRCH_KO0,15.htm (accessed 7/18/2023)

2. ***Critical Thinking and Analysis:***
    a. Evaluate works of creative technology in terms of their formal, conceptual, ethical, historical, and social impacts.
    b. Apply fundamental critical thinking skills to the analysis and interpretation of experiential media projects with particular attention to user-centered practices.
    c. Appraise the context and implication of one's own work with regard to social responsibility.
    d. Organize and represent content structures in ways that are responsive to technological, social, and cultural systems.
    e. Correlate what is useful, usable, effective, and desirable with respect to user/ audience-centered digitally and physically based experiences.
3. ***Adaptability:***
    a. Integrate new media technologies with traditional media in the creation of tangible experiential media experiences.
    b. Anticipate and adapt to new technologies, concepts, and processes in experiential media creation.
    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.
4. ***Professional Practice:***
    a. Employ both verbal and visual aspects of communication in the presentation of resulting creative works.
    b. Present and defend work from an informed conceptual, ethical, historical, and social point of view.
    c. Market and promote one's work through portfolio development.

Assessment Plan

Direct Method – Analysis of Senior Capstone Research Projects
1. **Annual Assessment of Capstone 1 course (Design 5106):** Student outcomes will be evaluated by a.) the instructor of record of the course b.) two invited professionals connected to XMD work and c) three graduate students currently in Design's MFA (Master of Fine Arts) program with GTA (Graduate Teaching Associate) experience. This group evaluates the enrolled students' work at the end of the AU semester against the established **course learning goals** for the capstone course. Each reviewer is randomly assigned nine students, ranking strengths of work to course learning goals.
2. **Annual Assessment of Capstone 2 Projects (*from* Design 5156)**: Each full-time XMD faculty will be assigned to review a random sample of 5 senior students' capstone works in the annual student show using a **Learning Goals Assessment Rubric** (see Appendix 4) to evaluate this work on students' strengths and weaknesses against our established learning outcomes.

Indirect Method – Senior student Survey
Senior Students will be surveyed with three questions:
1. How well did you achieve each of the following learning goals of the XMD major?
2. What aspects of your education in this program helped you with your learning, and why were they helpful?
3. What might the department do differently that would help you learn more effectively, and why would these actions help?

GOALS (from above)
- Goal 1 Design of Experiential Media
- Goal 2 Critical Thinking and Analysis
- Goal 3 Adaptability
- Goal 4 Professional Practice

Evaluation method for each learning goal and criteria

Measures	Goals	Use of the information
1.1 - Exhibition of capstone project in annual Senior Show required of all majors, includes physical prototype and process documentation	1, 2, 3, 4	At annual XMD major assessment meeting, faculty report student strengths and weaknesses on capstone research projects. Based on this evidence, faculty identify action items.
1.2 - In capstone courses I (Design 5106) students are asked to conceptualize, plan, and begin production on research projects. a.) the instructor of record of the course b.) two invited professionals connected to XMD work and c) three graduate students currently in Design's MFA program with GTA experience, using specific criteria, to identify strengths and weaknesses of students in relationship to stated course learning goals.	1, 2, 3, 4	Results are presented at annual assessment meeting, as above.
2.1 - Annually, in senior capstone course II, a questionnaire is administered to students, asking them how well they believe they have achieved each learning goal, what aspects of the program most helped them, and what suggestions they have for improvement.	3, 4	Results are presented at annual assessment meeting, as above.

Criteria that will be used to evaluate successful student learning
Measurements of success are:
- 95% graduation rate
- 80% of graduating seniors scores meet Basic level on Learning Goals Assessment Rubric

Timeline for Assessment Plan implementation
Since assessment is based on the outcomes of senior work, the first assessment will be conducted in the Spring of the fourth year of the program's first cohort, currently projected to be AY 2027-28. Assessment will then be conducted annually after the inaugural fourth year.

How Outcomes Information will be Used to Improve Student Learning and Program Effectiveness
Data generated from these assessment methods will then be discussed in an annual meeting (end of each SP semester) with full-time XMD faculty, to identify action items.
Outcomes of this meeting will be:

- ONE action item to improve student learning, with a timeline and assignment of responsibility
- ONE action item to improve the quality of data, if needed, with a timeline and assignment of responsibility
- Minutes of the meeting to serve as our record and to document for accreditors
- Feed recommendations and actions into our planning and budgeting processes, our program review and departmental decision-making processes.

4. **Relationship to Other Programs/Benchmarking**
Current Major and Minor Programs in Department
The Arts and Sciences Strategic Plan pledges to provide and support excellent programs and faculty. This includes building and maintaining top programs at both the undergraduate and graduate levels, retaining and recruiting excellent and diverse faculty, increasing research/creative scholarship, and elevating teaching and learning.

The three professional majors currently offered by the Department of Design (Industrial Design, Interior Design, Visual Communication Design) each prepare students for established professional practices in the design of objects, spaces, and systems, but none specifically addresses the integration of digital experiences into the physical world. The proposal of a fourth professional design major in Experiential Media Design supports the emergence of newly evolving practices that orient, inform, educate, and delight people through their digital encounters. This future-focused major will bring a new dimension of distinction to the study of design. Project-based learning—at the core of our programs—is known as a very effective educational model for teaching complex processes, problem-solving and for encouraging student enthusiasm for learning.[5] Faculty and graduate student recruitment and faculty retention will be enhanced with the creation of this major, and it will increase our department's ability to generate creative research by at least 25%.

Overlaps with other programs or departments within the University
The Computer Science and Engineering department provides engineering students with opportunities to focus on programming and building software and other tools that are used in the animation and game design industries. The Department of Art offers educational opportunities to experiment with integrating computer technology and art-based concepts in the production of creative art & technology projects. Design's contribution to this complementary set of other majors is to create a cohort of *experiential media designers* who approach creative projects from the perspective of human-centered design and creative problem-solving. It is our intent to base our program on sequential learning experiences that expose students to a broad range of roles and the systematic approaches in which each contributes to the overall creation of complex projects.

Enhancing opportunities for outreach and engagement is another critical factor in the ASC strategic plan. The Department of Design believes that this new major contributes to the achievement of this goal in the following ways. First, the Columbus area has a thriving design community, and it is emerging as a new center for the development of digital media-based production companies that focus on animation, game development, and interactive digital tools. As a center for the retail industry, it is also a city where designers with the ability to create digital experiences are in great demand. Because the Department of Design has been offering an MFA track in *Digital Animation*

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[5] John W. Thomas, "A Review of Research on Project-based Learning," (The Autodesk Foundation, 2000): p. 38.

and Interactive Media for many years, we have a large group of engaged alumni—both local and national/international—who are interested in providing mentorship for our students. Graduate students already intern with the major companies in the animation industry. We believe this pipeline to practical experience will be available to undergraduates as well, because peer universities with digital design programs benefit from these relationships. With 25% more students and a higher-level of commitment to providing innovative learning opportunities for Ohio State students in Design, engagement with alumni, potential employers, and corporate partners will increase significantly.

This major blends design-based practices with technological expertise as a model for how to advocate for the power and lasting value of an Arts and Sciences education. The Department of Design is located in the Division of Arts and Humanities, but it has always served as a bridge between the arts and sciences, due to its application of evidenced-based and human-centered practices to problem-solving, but always from the perspective of exploration, iteration, creativity, and learning by doing/making. Employing this particular blend of processes, an expanded cohort of undergraduate design students will work with researchers on the problems and challenges that are undertaken in research centers and labs that the department supports—ACCAD and Design's DESIS (Design for Sustainability and Social Innovation) Lab—as well as on industry-sponsored projects or through university partnerships with Honda Research and Development, Wexner Medical Center, Intel and the like, raising the visibility of the Arts and Humanities and contributing to the successful transformation of STEM to STEAM.

State and National Benchmarking of Comparable Undergraduate Programs
In **Big10 and Select Peer Institutions** across the country Experiential Media Design as a comprehensive major is not prevalent (see Table 1). The University of Maryland is the exception with a new and well-designed program in immersive media design https://imd.umd.edu/ that awards a Bachelor of Arts in Emerging Creatives or a Bachelor of Science in Computing. This is an innovative program that teams art students with computer science students in the study of immersive media. The University of Nebraska also offers an exciting and forward-thinking program through the *Johnny Carson Center For Emerging Media Arts*, training students in "media across a continuum from filmmaking to game design, virtual reality, experience design, special effects, sensory media, sonic art and data". The University of California Los Angeles (UCLA) has a long history of training students in media arts centered in artistic practice. Their Digital Media Arts program awards a BA in Digital Media Arts and an MFA in Media Arts and is well respected for educating fine artists working in this area. None of these programs have this major specifically focused in the field of Design, which we feel makes Ohio State unique in its approach.

TABLE 1 - BIG10 and Select Peer Institutions

Institution	Related Undergrad Major	Subject Matter Courses Only
University of Maryland https://imd.umd.edu/	BS/BA in Immersive Media Design	
University of Illinois	No comprehensive major	Courses in BS Comp Sci + Education program and UG Minor Game Studies & Design
University of Iowa	No comprehensive major	Courses in Theater, Engineering

University of Michigan	No comprehensive major	Courses for a Graduate Certificate
Michigan State University	No comprehensive major	Courses in Journalism, Communications
University of Minnesota	No comprehensive major	Courses in Health Sciences, Design, Architecture
University of Nebraska https://arts.unl.edu/academics/carson-center/bachelor-fine-arts-emerging-media-arts	BFA in Emerging Media Arts	Courses in New Media and Computer Science
Penn State University	No comprehensive major	Courses in CS, EE, Health Sciences. Geospatial Sciences
Purdue University	No comprehensive major	Courses in Engineering and Arts
Rutgers University	No comprehensive major	Courses in Health Professions, Communication and Information, GRID Lab
University of Wisconsin	No comprehensive major	Digital Cinema Certificate, Digital Studies Certificate
UCLA https://dma.ucla.edu/	BA Design Media Arts	

In the **State of Ohio's 4 Year public Universities,** an undergraduate program in Experiential Media Design as a comprehensive major centered in the discipline of design is also not prevalent (see Table 2 below). There are several exceptional programs that are focused in Art or Communication or Computer Science. There are also programs and research centers that provide immersive technology experiences to students through multidisciplinary and/or focused workshops, internships or singular courses. These approaches differ from that of a program centered within the discipline of design. A design approach requires that the creation of artifacts is contextual, with their value depending on the context of their use. Through design, problems are approached in a comprehensive and systemic way. Design is meant to address existing –or underlying challenges and uses a process of research, grounded in participatory processes, observation, and iteration of prototyping phases to arrive at solutions. Design requires a deep understanding of the user and the context of use, which eventually influences and directs experience, function and form.

Ohio University's J. Warren McClure School of Emerging Communication Technologies https://www.ohio.edu/scripps-college/mcclure# "*offers undergraduate and graduate degrees in information and telecommunication systems, virtual reality and game development, plus a cybersecurity and an esports undergrad certificates*" awarding a Bachelor of Science in Communication at the undergraduate level. This well-regarded program**,** *VR and Game Development* (VRGD), is a 120 total credit hour undergraduate degree, centered in the discipline of Communications, by way of its home in the Scripps College of Communications. This program's is self-described as focused studies in the specific platform of VR and in Game Development. We view this program at OU as differently focused (communications) yet complementary to our design focused proposal.

The University of Cincinnati's eXtended Reality Lab, (XR-Lab) is a research lab affiliated with the College of Design, Architecture, Art and Planning and Digital Futures at the University of Cincinnati. The XR-Lab "explores how people engage with simulated scenarios through Virtual Reality, Augmented Reality, and Mixed Reality" through multidisciplinary research practices. Though not a comprehensive program in experiential media design, this center is a well-regarded research center that offers innovative research experiences for students in immersive media.

Kent State University offers a B.S. major in Emerging Media and Technology which is uniquely interdisciplinary and grounded in social science and the humanities. This program educates students in a wide range of applications and is complementary to our proposed major in Experiential Media Design, which is focused in the field of Design.

Table 2 - State of Ohio, 4 Year Public Universities

Institution	Related Undergrad Major	Subject Matter, Courses Only, Research Center
University of Akron	No comprehensive major in experiential media design	Course in computer science
Bowling Green State University https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/visual-communication-and-technology-education.html#vctprog	Related - B.S. in Technology - Visual Communication Technology Interactive Media BFA/BA in Digital Arts https://www.bgsu.edu/arts-and-sciences/school-of-art/undergraduate-programs/digital-arts.html	Courses in Education and Human Development,
Central State University	No comprehensive major in experiential media design	
Cleveland State University	No comprehensive major in experiential media design Related - BFA/BA in Film & Media Arts	Additional opportunities in Dan T. Moore MakerSpace of the Washkewicz College of Engineering;
University of Cincinnati	No comprehensive major in experiential media design	eXtended Reality Lab https://ming3d.com/VR/
Kent State University	Related - B.S. in Emerging Media and Technology https://www.kent.edu/emat/emerging-media-and-technology-bs	
Miami University	Related - B.S.C. in Interactive Media	
Ohio University https://www.ohio.edu/scripps-college/mcclure#_	Related - Undergraduate degree in virtual reality and game development (VRGD)	

Shawnee State University	Related BFA - Game and Simulation Arts	
University of Toledo	No comprehensive major in experiential media design	Virtual Immersive Reality Center https://www.utoledo.edu/centers/iisc/virtual-immersive-reality/
Wright State University	No comprehensive major in experiential media design	Appenzeller Visualization Laboratory; Immersive Visualization and Animation Theater https://engineering-computer-science.wright.edu/lab/advanced-visual-data-analysis-group/appenzeller-visualization-laboratory
Youngstown State University	No comprehensive major in experiential media design	

Because the field of experiential media is an emerging field, the implementation of the new major of Experiential Media Design will position Ohio State and the Department of Design as a leader in the field. Because of the newness of Experiential Media Design as a field of study, there are very few programs that currently exist in the world where students can go to get this type of training and education and even fewer that contain these studies within the field of Design. This means that with the addition of this new program, Ohio State and the Department of Design will be training design students for a future in which they will define how these technologies are applied and investigate new frontiers and applications.

5. **Student Enrollment**

   Where Students will be Drawn From
   In step with the other three undergraduate majors in Design, this major will use a portfolio-based selective process to assess and admit students at the end of the first year of study. Therefore, students for this major are expected to attract 25-30 new first year students opting for Design and with particular interest in technology-based media creation.

Academic year levels	Expected Student Enrollment
First Year / Foundations Program	25
Second Year	18
Third Year	18
Fourth Year	18
TOTAL	**79**

6. **Curricular Requirements**

   Curriculum Advising Sheet
   See Appendix 1

Sample Four-Year Student Plan
See Appendix 2

Curriculum Learning Outcomes Map
See Appendix 3

Pre-Major
Design Foundations (Year 1) is the Pre-major to the BSD programs. This major will use a portfolio-based selective process to assess and admit students at the end of the first year of study, in the same way that our three current majors select cohorts. Students completing the first year of study (Design Foundation Program) will have completed a Design Minor regardless of successful selection into the Design major.

Minimum Number of Credits for Completion of the Major
121

Average Number of Credits Expected for a Student at Completion of the Major
121

Credits Students are required to take in other Departments
ACCAD 5002	Computer Animation I: Form, Light, Motion	3 credits
ACCAD 5102	Programming Concepts for Artists and Designers	3 credits
ACCAD 5301	Devising Experiential Media	3 credits

Credits Students take as Exploratory Electives
As part of the XMD major and to address needed ongoing flexibility with emerging topics and expanded knowledge base, students can choose **12 credits of exploratory electives in their Junior and Senior year**. This student-choice opportunity enables students to take advantage of the areas of expertise at Ohio State and external to the Department of Design. This list (see Appendix 5) represents a sample of the types of courses students could choose from to build new knowledge and skills that will inform and expand their disciplinary expertise. This list will be established by the XMD faculty and be revisited each year during our assessment processes. XMD students will work with the Design advisor to determine how overlap is accounted for with regard to GE and Minors.

Describe other major requirements in addition to course requirements: e.g., examinations, internships, final projects.
All students in the major are required to take Senior capstone courses in AU and SP semester of their senior year, in which they complete one capstone project to be exhibited in the Design Senior show.

Identify the specialized professional association(s) from which accreditation will be sought.
National Association of Schools of Art and Design (NASAD), Digital Media BS Design

Describe the impact the new major will have on facilities, faculty, and support services.
Funds generated by enrollment subsidies in this new degree program as well as from student technology fees have been calculated and will support this program's needs for expanded staff, faculty positions, labs, hardware and software computing needs.

Subsidy revenues generated by this program will be reinvested by the College in this new major and will include:

Additional Personnel

Year 1 - AU 2024
- 1 FT Academic Advisor
- 4 Lecturers @ ASC rate

Year 1 & 2 – AU 2025
- 1 FT Academic Advisor (cont'd)
- 7 Lecturers @ ASC rate
- 2 GTAs @50% for 2 semesters

Year 1, 2 & 3 – AU 2026
- 1 FT Academic Advisor (cont'd)
- 8 Lecturers @ ASC rate
- 3 GTAs @50% for 2 semesters
- 1 Tenure-track Assistant Professor

Year 1, 2, 3 & 4 – AU 2027
- 1 FT Academic Advisor (cont'd)
- 5 Lecturers @ ASC rate
- 3 GTAs @50% for 2 semesters
- 1 Tenure-track Assistant Professor (cont'd)
- 1 Tenure-track Assistant Professor

Funding for Equipment

- **Starting AU 2024:** 4-year equipment savings fund, to establish new lab and refresh cycles
- **Starting AU 2025:** Annual hardware/software fund that support yearly software/hardware purchases and licenses

Graphics Computing Lab

- Design computing resources needed for the first two years of the establishment of the XMD program will be supported by current design computing facilities. We anticipate the need for an additional lab in Aug 2026, as the program cohort grows to a full 4 years.

Personnel, Equipment and Lab Needs Justification
Faculty: Five current design faculty (S. Addy, M. Lewis, M. Palazzi, K. Swearingen, S. Swearingen) will have 25-50% of their teaching dedicated to this new major with the other 50-75% dedicated to shared MOU teaching duties in other departments, or teaching in one of the three other Design majors, or teaching in Design's MFA program. The size of the new major requires that two

tenure-track assistant professor positions with skills and research agendas in experiential media design be in place by Autumn 2026 and Autumn 2027.

Lecturers: Because students in our design majors complete an interdisciplinary foundations curriculum, we will require additional lecturers to accommodate a 25% increase in the enrollment in this program. Ten additional lecturer positions will be needed prior to the time new tenure-track faculty will be hired in August 2026 and 2027, at which time the number of required lecturers will then be reduced by half.

Staff: To best serve this new cohort of students an additional full-time jr. advisor will be added to the Design staff. This position will perform course schedule management, student advising, prospective student recruitment/marketing, and digital resources support.

Equipment/Labs/Infrastructure: The Experiential Media Design major will be dependent on access to current and future expanded computational hardware and graphics within the Department of Design course schedule management, student advising, prospective student recruitment/marketing, and digital resources support just from my place in our current program to support instruction and creative activities. This includes adequately conditioned facilities, network infrastructure, systems support personnel, backup and retrieval systems, regularly updated hardware and software licenses, and server space for storing large project files.

The Department of Design will make its computational resources (an 18-seat computer lab with peripheral equipment) available to students in this new major. One additional physical classroom/lab space for project development and prototyping, collaborative learning, and projection/display for critical review is essential to support the courses in this major. As charged by the College of Arts and Sciences, ASCTech will be counted on to provide lab and systems support personnel for students and faculty.

To account for expanded technology, the budget for the program includes an annual allotment for yearly hardware and software needs. And to prepare for refreshing computing labs on a four-year cycle,a set-aside will be held each year for four years to pay for new equipment for the additional lab described above.

This new major will also require server space for student files, and a render farm. Server space for student files will be provided by ASCTech. We anticipate that the Ohio Supercomputer Center can provide a render farm for our graphics calculations, as it currently does for ACCAD courses as part of its classroom project types program. Advanced undergraduate students in this major would also benefit from access to the Advanced Computing Center for the Arts and Design's (ACCAD) render farm, Motion Lab and SIM lab - resources that currently support Design's MFA program in *Digital Animation and Interactive Media*. XMD students will provide an expanded regular audience for ACCAD's courses, and as students in those courses, they will rely on the center's relevant instructional resources.

Letters of Support and Concurrence
See Appendix 6

Appendix 1
Curriculum Advising Sheet

DEPARTMENT OF **DESIGN**

BSD: EXPERIENTIAL MEDIA DESIGN (XMD)

MAJOR REQUIREMENTS - 72 CREDIT HOURS
☐ *ACADEMIC REVIEW - SELECTION TO DESIGN FOUNDATIONS PROGRAM*

Year One
Autumn - 9 credit hours
☐ DESIGN 2110: Design Fundamentals I, 3cr
☐ DESIGN 2310: Visualization Principles & Techniques I, 3cr
☐ DESIGN 2700: Introduction to Design Practice, 3cr

Spring - 9 credit hours
☐ DESIGN 2130: Design Fundamentals II, 3cr
☐ DESIGN 2330: Visualization Principles & Techniques II, 3cr
☐ DESIGN 2750: Design History, 3 hrs ■

☐ *PORTFOLIO REVIEW - SELECTION TO BSD MAJOR PROGRAM*

Year Two
Autumn - 12 credit hours
☐ DESIGN 3106: Introduction to Experiential Media, 3cr
☐ DESIGN 3200: Design Research 1, 3cr ▲
☐ DESIGN 3104: Introduction to Game Design, 3cr
☐ ACCAD 5002: Computer Animation I, 3cr

Spring - 9 credit hours
☐ DESIGN 3156: Experimental Storytelling, 3cr
☐ ACCAD 5102: Prog. Concepts for Artists & Designers, 3cr ■
☐ DESIGN 3556: UI/UX Design, 3 hrs

Year Three
Autumn - 9 credit hours
☐ DESIGN 4104: Intermediate Game Design, 3cr
☐ DESIGN 4806: Contemporary Issues in XMD 1, 3cr ▲ ●
☐ DESIGN 4106: Immersive Media Design 1, 3cr

Spring - 9 credit hours
☐ ACCAD 5301 Devising Experiential Media, 3cr
☐ DESIGN 4650: Collaborative Studio, 3cr
☐ DESIGN 4156: Immersive Media Design 2, 3cr

Year Four
Autumn - 9 credit hours
☐ DESIGN 5106: XMD Capstone Studio 1, 3cr
☐ DESIGN 5206: Design Research Methods for XMD, 3cr ▲
☐ DESIGN 5806: Contemporary Issues in XMD 2, 3cr

Spring - 6 credit hours
☐ DESIGN 4750 Professional Practices, 3cr ●
☐ DESIGN 5156: XMD Capstone Studio 2, 3cr

COLLEGE SURVEY - 1 HR
☐ ARTSSCI 1100.09: Design Survey, 1 hr

GENERAL EDUCATION (GE2) - 32-39 HRS
Bookend Seminars - 2 hrs
☐ GENED 1201: GE Launch Seminar, 1 hr
☐ GENED 4001: GE Reflections Seminar, 1 hr

Foundations- 22-25 hrs
☐ Writing and Information Literacy, 3 hrs
☐ Mathematical and Quantitative Reasoning, 3-5 hrs
☐ Literary, Visual and Performing Arts, 3 hrs
☐ Historical and Cultural Studies, 3 hrs
☐ Natural Science, 4 hrs
☐ Social and Behavioral Sciences, 3 hrs
☐ Race, Ethnicity and Gender Diversity, 3 hrs

Thematic Pathways - 8-12 hrs
☐ Citizenship for a Diverse World, 4-6 hrs
☐ Open Choice Pathway, 4-6 hrs

EXPLORATORY ELECTIVES - 12 hrs
☐ Choose 4 courses from XMD Exploratory Electives list.

Lower Division (2000-2999) - 0-3 hrs
☐ Choose from Exploratory Electives course list

Upper Division (3000-5999) - 9-12 hrs
☐ Choose from Exploratory Electives course list

COLLEGE OF ARTS AND SCIENCES DEGREE REQUIREMENTS
☐ Minimum 121 total earned hrs
☐ Major GPA of 2.5 or higher
☐ Minor GPA of 2.0 or higher
☐ Cumulative GPA of 2.0 or higher

EMBEDDED LITERACIES
Data Analysis = ▲

Advanced Writing = ●

Technology = ■

Appendix 2
Sample Four-Year Student Plan

BSD: EXPERIENTIAL MEDIA DESIGN (XMD)

SAMPLE SCHEDULE
*Courses in **Bold** must be taken in listed term*

FIRST YEAR

Autumn - 16 credit hrs
ARTSSCI 1100.09: Design Survey, 1 hr
DESIGN 2110: Design Fundamentals 1, 3 hrs
DESIGN 2310: Visualization Principles 1, 3 hrs
DESIGN 2700: Intro to Design Practices, 3 hrs
GE FOUNDATION: Race,Ethnicity & Gender Diversity, 3 hrs
GE FOUNDATION:Writing and Information Literacy, 3 hrs

Spring - 16 credit hrs
GENED 1201: Launch Seminar, 1 hr
DESIGN 2130: Design Fundamentals 2, 3 hrs
DESIGN 2330: Visualization Principles 2, 3 hrs
DESIGN 2750: Design History, 3 hrs
GE FOUNDATION: Social and Behavioral Sciences, 3 hrs
GE FOUNDATION: Mathematical & Quantitative Reasoning, 3 hrs

SECOND YEAR

Autumn - 16 credit hrs
DESIGN 3106: Introduction to Experiential Media, 3 hrs
DESIGN 3200: Design Research 1, 3 hrs
DESIGN 3104: Introduction to Game Design, 3 hrs
ACCAD 5002: Computer Animation I, 3 hrs
GE FOUNDATION: Natural Sciences, 4 hrs

Spring - 15 credit hrs
DESIGN 3156: Experimental Storytelling, 3 hrs
ACCAD 5102: Programming For Artists/Designers, 3 hrs
DESIGN 3556: UI/UX Design, 3 hrs
GE FOUNDATION: Literary,Visual & Performing Arts, 3 hrs
GE FOUNDATION: Historical and Cultural Studies, 3 hrs

THIRD YEAR

Autumn - 15 credit hrs
DESIGN 4104: Intermediate Game Design, 3 hrs
DESIGN 4806: Contemporary Issues in XMD 1, 3 hrs
DESIGN 4106: Immersive Media Design 1, 3 hrs
Exploratory Elective, 3 hrs
GE THEME: Citizenship for a Diverse and Just World, 3 hrs

Spring- 15 credit hrs
ACCAD 5301: Devising Experiential Media, 3 hrs
DESIGN 4650: Collaborative Studio, 3 hrs
DESIGN 4156: Immersive Media Design 2, 3 hrs
Exploratory Elective, 3 hrs
GE THEME: Student Choice, 3 hrs

FOURTH YEAR

Autumn - 16 credit hrs
DESIGN 5106: XMD Capstone Studio 1, 3 hrs
DESIGN 5806: Contemporary Issues in XMD 2, 3 hrs
DESIGN 5206: Design Research for XMD, 3 hrs
Exploratory Elective, 3 hrs
GE THEME: Citizenship for a Diverse and Just World, 3 hrs
GE 4001: Reflection Seminar, 1 hr

Spring - 12 credit hrs
DESIGN 5156: XMD Capstone Studio 2, 3 hrs
DESIGN 4750: Professional Practices, 3 hrs
Exploratory Elective, 3 hrs
GE THEME: Student Choice, 3 hrs

Appendix 3
Curriculum / Learning Outcomes Map

Course #	Courses	1 Design of Experiential Media				2 Critical Thinking and Analysis					3 Adaptability			4 Professional Practice		
		a. Identify design opportunties	b. Demonstrate practice of processes	c. Employ knowledge of concepts	d. Create technically proficient work	a. Evaluate works	b. Apply user-centered practices	c. Appraise context and implications	d. Organize structures and systems	e. Correlate useable, effective, desireable	a. Integrate new tech w/ traditional	b. Anticipate and adapt	c. Demonstrate problem-solving & collaboration	a. Employ verbal and visual communication	b. Present and defend work	c. Market and promote ones own work
	Year One															
Design 2110	Design Fundamentals I	0	1	1	0	0	0	1	0	0	0	0	1	1	1	1
Design 2310	Visual Principles/Technique I	0	1	1	0	0	0	1	0	0	0	0	1	1	1	1
Design 2700	Intro to Design Practice	1	0	1	0	0	1	1	0	0	0	1	0	0	0	0
Design 2130	Design Fundamentals II	0	1	1	1	0	0	1	0	0	0	0	1	1	1	1
Design 2330	Visual Principles/Technique II	0	1	1	0	0	0	1	0	0	0	0	1	1	1	1
Design 2750	Design History	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0
	Year Two															
Design 3106	Intro to Experiential Media	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
Design 3200	Design Research I	1	1	0	0	1	1	1	1	0	0	0	1	1	1	0
Design 3104	Intro to Game Design	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0
ACCAD 5002	Computer Animation I	1	1	1	1	1	0	0	0	1	0	0	0	1	0	0
Design 3156	Experimental Storytelling	1	1	2	1	1	1	0	1	1	1	1	1	1	1	0
ACCAD 5102	Programming Concepts for Artists and Designers	2	0	2	2	0	0	0	2	0	2	1	1	0	1	0
Design 3556	UI/UX Design	1	1	2	1	0	1	0	1	1	0	1	1	1	1	0
	Year Three															
Design 4104	Intermediate Game Design I	2	2	2	2	1	2	1	2	2	2	2	1	3	2	0
Design 4806	Contemporary Issues in XMD 1	0	0	0	0	3	3	3	3	2	0	1	0	3	2	0
Design 4106	Immersive Media Design 1	2	2	2	2	2	2	1	2	2	2	2	2	3	2	2
ACCAD 5301	Devising Experiential Media	2	2	2	3	2	2	1	2	2	3	3	1	3	2	0
Design 4650	Collab Studio	1	2	2	2	2	3	3	3	3	2	2	3	3	3	1
Design 4156	Immersive Media Design 2	3	2	3	3	3	3	2	2	2	3	3	3	3	2	2
List Choice	Exploratory Elective	2	1	2	2	2	2	1	2	2	2	2	2	3	2	1
List Choice	Exploratory Elective	3	1	3	3	2	3	2	3	2	3	3	3	3	2	1
	Year Four															
Design 5106	XMD Capstone Studio 1	3	3	3	3	2	3	2	2	3	3	2	2	3	3	3
Design 5206	Design Research Methods for XMD	1	0	0	0	1	2	2	0	2	0	0	1	2	2	2
Design 5806	Contemporary Issues in XMD 2	3	0	0	0	3	3	2	0	3	0	1	0	2	2	0
List choice	Exploratory Elective	2	1	1	2	2	2	1	2	2	2	2	2	3	2	2
Design 5156	XMD Capstone Studio 2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Design 4750	Professional Practice + Portfolio	0	0	0	0	0	0	0	2	0	0	0	0	3	2	3
List choice	Exploratory Elective	2	1	2	2	2	2	1	2	2	2	2	2	3	2	2

Definitions

0 - course does not provide this competency
1 - BASIC: **Developing** knowledge and understanding of content and concepts, Developing in the application of related skills
2 - PROFICIENT: **Competent** knowledge and understanding of content and concepts, Appropriate application of related skills
3 - ADVANCED: **In-depth** knowledge and understanding of content and concepts, Able to extend the application of related skills

Appendix 4
XMD Learning Goals Assessment Rubric

	Advanced **3 pts**	**Proficient** **2 pts**	**Basic** **1 pt**
1 **Design of Experiential Media** Overall Score _____	The capstone project is a conceptually and technically rich prototype; understanding of all concepts and process for development is clearly demonstrated.	The capstone project is conceptually and technically well prototyped; understanding of most concepts and process for development is demonstrated.	The capstone project shows adequate conceptual and technical prototyping; understanding of some concepts and process for development is demonstrated.
1a. Identify Design Opportunities			
1b. Practice of Processes			
1c. Knowledge of Concepts			
1d. Technical Proficiency			
2 **Critical Thinking and Analysis** Overall Score _____	The capstone project shows outstanding analysis and interpretation of experiential media with particular attention to user-centered practices, and to what is useful, usable, effective, and desirable with respect to audience-centered digitally and physically based experiences.	The capstone project shows good analysis and interpretation of experiential media, with some attention to user-centered practices, to what is useful, usable, effective, and desirable with respect to audience-centered digitally and physically based experiences.	The capstone project shows average analysis and interpretation of experiential media work and adequate attention to user-centered practices to what is useful, usable, effective, and desirable with respect to audience-centered digitally and physically based experiences.
2a. Critical Evaluation			
2b. User-centered analysis & interpretation			
2c. Social Responsibility			
2d. Organization & Structures			
2e. Useable, effective, desirable			

	Advanced 3 pts	Proficient 2 pts	Basic 1 pt
3 **Adaptability** Overall Score _____	The capstone project demonstrates appropriately coupled new technologies with traditional media and outstanding anticipation and adaptation to new technologies, concepts and processes, and outstanding problem-solving skills.	The capstone project demonstrates some appropriately coupled new technologies with traditional media and anticipation and some adaptation to new technologies, concepts and processes, and logical problem-solving skills.	The capstone project demonstrates an adequate amount of coupling new technologies with traditional media and average anticipation and adaptation to new technologies, concepts and processes, and adequate problem-solving skills.
3a. Couple new tech with traditional			
3b. Anticipate and adapt			
3c. Problem solving and collaboration			
4 **Professional Practice** Overall Score _____	The capstone project presentation demonstrates clear and effective use of both verbal and visual aspects of communication in the presentation, and informed conceptual, ethical, historical, and social point of view.	The capstone project presentation demonstrates appropriate use of verbal and visual aspects of communication and informed conceptual, ethical, historical, and social point of view.	The capstone project presentation demonstrates adequate use of verbal and visual aspects of communication and informed conceptual, ethical, historical, and social point of view.
4a. Verbal and visual communication			
4b. Present and defend work			
4c. Market and Promote own work			
Reviewer Name:			Date:
Student Name:			

Reviewer evaluates each student per rubric, across the four categories.
Reviewer scores the overall category and sub-categories in each 1-4 heading.

Appendix 5
XMD Exploratory Electives List

ACCAD 5001	Animation Techniques and Practices	3 credits
ACCAD 5003*	3D Computer Animation: Form, Light, Motion II	3 credits
ACCAD 5200	Motion Capture Production	3 credits
ART 2555	Introduction to Digital Photography and Contemporary Issues	3 credits
ART 3009	Film/Video I	3 credits
ART 3014	Visual Studies: Color	3 credits
ART 4009*	Film/Video II: Experimental Strategies	3 credits
ART 4115*	Photography Studio Lighting	3 credits
ART 4201	New Media Robotics	3 credits
COM 3404	Media Law and Ethics	3 credits
COM 3413*	Media Entertainment: Theory and Research	3 credits
COM 3513	Video Games & Society	3 credits
CSE 3541*	Computer Game and Animation Techniques	3 credits
DESIGN 3503*	Typographic Design	3 credits
DESIGN 4154*	Intermediate Game Design II	3 credits
DESIGN 4153*	Intermediate Visual Communication Design II	3 credits
DESIGN 4200	Design Research II	3 credits
DESIGN 5505	Information Design	3 credits
DESIGN 5650*	Advanced Collaborative Studio	3 credits
ENG 2367.08*	U.S. Experience: Writing About Video Games	3 credits
ENG 2367.08*	U.S. Experience: Writing About Video Games & Virtual Worlds	3 credits
ENG 2463*	Intro to Video Games Analysis	3 credits
HISTART 2901	Introduction to World Cinema	3 credits
HISTART 3901*	World Cinema Today	3 credits
HISTART 5643	New Media Art and Theory	3 credits
HISTART 5645	Video Art	3 credits
HISTART 5905*	Avant-Garde Cinema	3 credits
MUSIC 2254	Video Game Music	3 credits
MUSIC 3330*	Music Production and Reception	3 credits
MUSIC 5638*	Audio Recording	3 credits
PHILOS 2455	Philosophy and Video Games	3 credits
PSYCH 3310*	Sensation and Perception	3 credits
Theatre 2000	Studio Production Practicum	1 credit
Theatre 2211	Introduction to Production Design	3 credits
Theatre 3000	Production Run Crew Practicum	2 credits
Theatre 3241*	Introduction to Sound Techniques	3 credits
Theatre 3411*	Introduction to Scene Design	3 credits
Theatre 3611*	Introduction to Lighting Design	3 credits
Theatre 5310	Fundamentals of Media Design	3 credits
Theatre 5331	Screenwriting	3 credits

*Denotes a pre-requisite or permission of instructor

Concurrence and Letter of Support

CONCURRENCE

On August 1, 2023 requests for concurrence on the XMD program proposal and the ten new associated courses were emailed to the Advanced Computing Center for the Arts and Design (ACCAD), the Department of Art, the Department of Computer Science Engineering and the Department of Theatre, Film and Media Arts.

Responses were due by Tuesday, August 15, 2023. Concurrence is assumed if no response is received within two weeks of the initial request. Concurrence forms received have been uploaded to curriculum.osu.edu.

CONCURRENCE TABLE

Requests to Department/Center	Concurrence Response Received	No Response by 8/15 deadline, concurrence assumed
ACCAD	X	
Art	X	
Computer Science Engineering	X	
Theatre, Film and Media Arts	X	

COLLEGE OF ARTS AND SCIENCES LETTER OF SUPPORT

A proposal for a new undergraduate major must be accompanied by a letter from ASC that describes resources committed to the program and the relationship of the new major to other priorities of the college. Andrew Martin, College of Arts and Sciences' associate dean for undergraduate education, has instructed that the letter is typically included in the proposal once it is approved by the college and submitted to the Council on Academic Affairs for approval. Therefore, Dr. Martin will add the letter at the appropriate time.

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

Yana Hashamova	Interim Director	ACCAD	8/17/2023
Name	Position	Unit	Date

2.	Name	Position	Unit	Date

3.	Name	Position	Unit	Date

Revised 5/27/14

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 wont 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

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.**

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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).

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    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.
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Signatures

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

Revised 5/27/14

Fiscal Unit/Academic Org	Design - D0230
Administering College/Academic Group	Arts and Sciences
Co-adminstering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Experiential Media Design
Type of Program/Plan	Undergraduate bachelors degree program or major
Program/Plan Code Abbreviation	BSD/XMD
Proposed Degree Title	Bachelor of Science in Design

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				121	
Required credit hours offered by the unit	Minimum			72	
	Maximum			72	
Required credit hours offered outside of the unit	Minimum			32	
	Maximum			39	
Required prerequisite credit hours not included above	Minimum			10	
	Maximum			13	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals
- Design of Experiential Media: Identify design opportunities and respond with functioning prototypes to demonstrate innovative and engaging experiential media concepts.
- Design of Experiential Media: 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).
- Design of Experiential Media: 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.
- Design of Experiential Media: Create experiential media environments that are technically proficient, aesthetically engaging, and conceptually sophisticated.
- Critical Thinking and Analysis: Evaluate works of creative technology in terms of their formal, conceptual, ethical, historical, and social impacts.
- Critical Thinking and Analysis: Apply fundamental critical thinking skills to the analysis and interpretation of experiential media projects with particular attention to user-centered practices.
- Critical Thinking and Analysis: Appraise the context and implication of one's own work with regard to social responsibility.
- Critical Thinking and Analysis: Organize and represent content structures in ways that are responsive to technological, social, and cultural systems.
- Critical Thinking and Analysis: Correlate what is useful, usable, effective, and desirable with respect to user/audience-centered digitally and physically based experiences.
- Adaptability: Integrate new media technologies with traditional media in the creation of tangible experiential media experiences.
- Adaptability: Anticipate and adapt to new technologies, concepts, and processes in experiential media creation.
- Adaptability: 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.
- Professional Practice: Employ both verbal and visual aspects of communication in the presentation of resulting creative works.
- Professional Practice: Present and defend work from an informed conceptual, ethical, historical, and social point of view.
- Professional Practice: Market and promote one's work through portfolio development.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Classroom assignments
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Portfollio evaluation of student work

- Capstone course reports, papers, or presentations

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Employer feedback or survey

- Student evaluation of instruction

Additional types of indirect evidence

- Job or post-baccalaureate education placement

- External program review

- Curriculum or syllabus review

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance

- Analyze and discuss trends with the unit's faculty

- Analyze and report to accrediting organization

- Make improvements in course content

- Make improvements in course delivery and learning activities within courses

- Make improvements in learning facilities, laboratories, and/or equipment

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? Yes

All students interested in studying design enroll in the Design Foundations Program . The purpose of this 18 credit program is to provide extensive opportunities to acquire and practice basic design knowledge and skills using project-based learning that is the norm in the design majors. The program also provides fundamental knowledge of design history. This program culminates in a portfolio review for students who wish to be considered for acceptance into the design majors, including the XMD major. Students who complete the Design Foundations Program but do not continue into a design major are awarded a Design Foundations Minor. There are more details about the Design Foundations Program in the proposal document.

Attachments

- ExperientialMediaDesign_BSDProgramProposal.pdf: Proposal

  (Program Proposal. Owner: Beecher,Mary Anne)

- ACCAD_concurrence.pdf: ACCAD concurrence

  (Support/Concurrence Letters. Owner: Vankeerbergen,Bernadette Chantal)

- Art_concurrence.pdf: Art concurrence

  (Support/Concurrence Letters. Owner: Vankeerbergen,Bernadette Chantal)

- CSE_concurrence.pdf: CSE concurrence

  (Support/Concurrence Letters. Owner: Vankeerbergen,Bernadette Chantal)

- TFMA_concurrence.pdf: TFMA concurrence

  (Support/Concurrence Letters. Owner: Vankeerbergen,Bernadette Chantal)

- ExperientialMediaDesignBSDProgramProposalREVISED.pdf: Revised Proposal

  (Program Proposal. Owner: Beecher,Mary Anne)

- Experiential Media Design ASC Endorsement Letter.doc: ASC Letter of Support

  (Letter from the College to OAA. Owner: Vankeerbergen,Bernadette Chantal)

- New BSD Experiential Media Design Letter of Motion.pdf: Letter Arts and Humanities Subcommittee to ASCC

  (Other Supporting Documentation. Owner: Vankeerbergen,Bernadette Chantal)

Comments

- The following changes have been made to the proposal: Mis-numbering of 4156 corrected. Updated GE category titles. Moved GE 4001 to AU and adjusted credits accordingly. Duplication of English course corrected. Embedded literacies adjusted to match other design majors. We also noticed that the numbering of headings also required adjustment (we left out #4), so now they match the ASC Handbook (1-6). *(by Beecher,Mary Anne on 10/30/2023 03:03 PM)*

- Please see Subcommittee feedback email 10/24/2023. *(by Hilty,Michael on 10/24/2023 12:07 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beecher,Mary Anne	08/31/2023 11:55 AM	Submitted for Approval
Approved	Munch,Fabienne	08/31/2023 11:59 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/19/2023 04:22 PM	College Approval
Revision Requested	Hilty,Michael	10/24/2023 12:07 PM	ASCCAO Approval
Submitted	Beecher,Mary Anne	10/30/2023 03:04 PM	Submitted for Approval
Approved	Munch,Fabienne	10/30/2023 06:36 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/07/2023 01:16 PM	College Approval
Approved	Vankeerbergen,Bernadette Chantal	11/21/2023 04:27 PM	ASCCAO Approval
Approved	Martin,Andrew William	11/21/2023 06:31 PM	ASC Approval
Pending Approval	Reed,Kathryn Marie Greenbaum,Robert Theodore	11/21/2023 06:31 PM	CAA Approval