

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

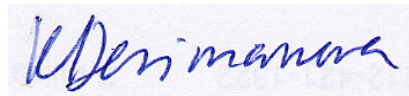
If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____



Kingsborough Community College

The City University of New York

New Course Proposal Form

1. Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):

ART 2500- Human Centered Design

2. Does this course meet a General Education/CUNY Common Core Pathways Category? **N/A**

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

If **YES**, complete and submit with this proposal a CUNY Common Core Pathways Submission Form.

3. Describe how this course transfers (required for A.S. Degree course). If A.A.S. Degree course and does not transfer, justify role of course, e.g. describe other learning objectives met.

This course originated from a US Department of Labor funded initiative of CUNY Central’s Office of Continuing Education and Workforce Programs entitled “CUNY TechWorks”. At Kingsborough, CUNY TechWorks partnered with our Graphic Design faculty (Art Department) to create a User Experience (UX) Design Program. Data gathered through the grant have confirmed (1) a robust market exists for these type of technical skills and (2) these skills directly align with our Graphic Design and Illustration degree, allowing our students to be even more marketable within this field. This course will be one of three courses that will comprise a new concentration.in UX Design in the Graphic Design and Illustration program and will result in an A.S. degree.

4. College Catalog description of course:

This course introduces students to the user experience process of Human-Centered Design for designing and solving business problems. By the end of the course, students will have an understanding of the process that drives UX thinking and fosters skills for collaboration and problem-solving.

5. Credits and Hours Based on *College Credits Assigned for Instructional Hours** (Please check **ONE** appropriate box below based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture
	<input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture

	<input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input type="checkbox"/> 3 hours lecture <input checked="" type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

***Hours are hours per week in a typical 12-week semester**

6. Number of Equated Credits in Item #5 N/A (For Developmental Courses ONLY)

7. Course Prerequisites, Corequisites, and Selected Populations (If NONE, please indicate “NONE” for each):
 - A. Prerequisite(s): **Art 55 or Department Permission**
 - B. Corequisite(s): **NONE**
 - C. Pre-/Co-requisite(s): **NONE**
 - D. Open ONLY to selected Students (specify population): **NONE**

8. Brief rationale to justify proposed course, include:
 - A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number): **N/A**
 - B. Projected Enrollment: **15**
 - C. Suggested Class Limits: **20**
 - D. Frequency course is likely to be offered: **Fall and Spring**
 - E. Role of course in Department’s Curriculum and College’s Mission: **This course will be one of three courses that will comprise the new UX Design concentration under the A.S. in Graphic Design and Illustration.**

9. List course(s), if any, to be withdrawn when course is adopted (Note: this is NOT the same as deleting a course): **N/A**

10. If course is an internship, independent Study, or the like, provide an explanation as to how the student will earn the credits awarded. The credits awarded should be consistent with the student efforts required in a traditional classroom setting. **N/A**

11. Proposed textbook(s) and/or other required instructional materials(s):

Blank Notebook (\$8)

SHARPIE Permanent Markers, Fine Point, Black (\$9)

Sticky Notes 3x3 Inches, Bright Colors Self-Stick Pads, Easy to Post for Home, Office, Notebook, 8 Pads/Pack (\$8)

USB storage device (\$50)

“*Change by Design*” Hardcover – September 29, 2009 by Tim Brown (Author)

“*Just Enough Research*” Paperback – 2013 by Erika Hall (Author)

12. Is the course REQUIRED for a Major, Concentration, or Certificate? **YES**

If **YES**, – Submit a separate Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate” as well as a Proposal that MUST include a rationale for inclusion of the course within the curriculum and the following additional information:

- A. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.
- B. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)

30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)

20 credits of Liberal Arts Course work for an Applied Associate of Science (A.A.S.)

13. Explain what students will know and be able to do upon completion of course:

At the completion of this course, students will:

- Apply the process of Human-Centered Design as a cyclical, iterative process
- Conduct meaningful user research
- Distill research findings into actionable insights
- Visualize research findings through mapping, personas and scenarios
- Generate ideas from insights with sketching and collaborative brainstorming
- Provide and receive constructive design feedback within a team setting
- Design prototypes of various fidelity
- Validate designs through usability and user testing
- Present project results and findings through storytelling provide actionable next steps for product teams

Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:

A class made up of 2 hours of lecture and 2 hours of lab is ideal because the objective of this course is that every student should be able to apply human-centered design techniques and methods to solve design and business solutions.

Through lectures, group work, and application, students will gain a broader definition of design and begin to understand the type of strategic thinking and facilitation needed to navigate the business landscape, work collaboratively with teams, and become design leaders and thinkers of the future.

The 2 hours of lecture and 2 hours of lab will serve to provide students with the specific human-centered design knowledge and technical implementation skills.

14. Assignments to students:

Students will conduct goal definition, user research, synthesis, ideation, create lo to high fidelity prototypes of an app, website or service and provide insight to their process for conducting these exercises. Students will work individually and in groups of 3 or more.

15. Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a Developmental Course, include how the next level course is determined as well as Next Level Placement.

Discussion, Critique, Participation	20%
Homework #1	5%
Homework #2	10%
Homework #3	10%
Homework #4	10%
Homework #5	15%
Final Presentation:	30%
Total:	100%

16. Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:

Week Number	Weekly Two Hour Lecture	Weekly Two Hour Lab
<p>Week 1</p>	<p>What is design thinking and why as UX designers we should adapt this methodology:</p> <ul style="list-style-type: none"> • Class overview and Introduction to Human-Centered Design • Discuss its relevance in business and where it fits in the product lifecycle • Discuss Case Studies • Ice Breaker activity for students <p><i>Homework 1:</i> Reading:</p> <ul style="list-style-type: none"> • <i>Change by Design: Read Chapter 1 & 2</i> • <i>Write two paragraphs summarizing thoughts, critique, questions you have from the reading</i> <p>OUTCOMES: <i>Introductory knowledge to human-centered design and its high-level phases</i></p>	<p>Framing a problem – As a first important step to applying human-centered design, we’ll do an exercise on framing and providing context to a problem, and defining goals in a project.</p> <p>As a class we will apply root-cause analysis and the “5 whys” method to dissect a mock business problem, come up with short and long-term goals, and discuss challenges that can derail goals.</p>
<p>Week 2</p>	<p>In depth discussion of human-centered design stages</p> <ul style="list-style-type: none"> • Discuss mindsets and the difference between having a closed and open mindset • Discuss user research, synthesis, ideation and prototyping • Discuss what human-centered design can and can’t do for a business and how to set expectations when working with a client <p><i>Homework 2:</i> Reading: Change by Design: Chapter 3</p> <p>Writing: Pick your least favorite website, mobile app or service and tell me what aspect of that experience you would improve. Frame the problem</p>	<p>Improve the gift giving experience workshop Students will partner to work on a challenge for improving the gift giving experience. This exercise provides hands on experience in applying design thinking</p>

	<p>to provide context and summarize why you feel it's worth improving the experience.</p> <p><i>OUTCOMES:</i> <i>Learn the various mindsets needed to solve a business problem with human-centered design.</i></p> <p><i>Understand what human-centered design can and can't do for a business</i></p>	
<p>Week 3</p>	<p>User Research:</p> <ul style="list-style-type: none"> • Discuss going from problem definition and goals to research • Learn what qualitative and quantitative research is and the difference • Learn what a research plan is and why it's important • Discuss user research techniques : Interviewing, Diary Studies, Customer Surveys <p><i>Homework 3:</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • Just Enough Research Chapter 2&3 • Online: User Research Methods: From Strateg to Requiremnts to Design (Nielsen Norman) <p>Activity:</p> <ul style="list-style-type: none"> • Conduct 2 interviews with the template provided in class. You'll submit your notes and observations • Meet with your team to discuss an experience to improve as a team <p><i>Homework 1 DUE</i></p> <p><i>OUTCOMES:</i> <i>Introduction to user research techniques and some basic application. Begin collaborative team work</i></p>	<p>Research Plan – We'll dissect a research plan in more detail</p> <p>Interviewing – We'll watch a video on interviewing techniques. Students will pair-up and conduct interviews on each other using a template provided in class.</p> <p>Team Creation – Students will be assigned to teams to begin final project</p>

<p>Week 4</p>	<p>User Research (Continued):</p> <ul style="list-style-type: none"> • Further discussion on user research • Deeper dive into qualitative and quantitative research • Discuss how to organize a research plan <p>Readings: Chapter 5, Just Enough Research</p> <p>Activities: Week 1 of 2 of user research for final project</p> <p><i>OUTCOMES:</i> <i>Preparation methods for conducting user research</i></p>	<p>User Research Planning – In teams, review problem statement and goals to develop user research plan and assign team member roles and activities</p>
<p>Week 5</p>	<p>Synthesizing user research:</p> <ul style="list-style-type: none"> • Discuss how to distill research data • Discuss affinity mapping as a tool for distilling research • Learn how to derive insights from research • Framing insights into “How Might We” statements • Discuss Journey Maps and Personas as other tools for synthesis <p>Readings: Chapter 8, Just Enough Research Article: When and How to Create Journey Maps (Nielsen Norman)</p> <p><i>Homework 4:</i> Digitize Journey Map created in class and create a Persona</p> <p>Activities: Week 2 of 2 of user research for final project</p> <p><i>OUTCOMES:</i> Turning data collected from research to actionable insights</p>	<p>Journey Mapping (In-Class Assignment) – Students will sketch journey maps from previous homework and class interviews and begin to digitize their map</p> <p>Affinity Mapping – As a class, we will use data from interviews and journey map to create an affinity map with post-its</p>

<p>Week 6</p>	<p>Ideation:</p> <ul style="list-style-type: none"> • How to take insights to ideas • Discuss “Yes and…” mindset • Discuss how to select a few ideas from many • Discuss visualizing ideas with sketching and storyboarding <p><i>Homework 3 DUE</i></p> <p>OUTCOMES: <i>Taking insights to ideas and begin the process of coming up with solutions</i></p>	<p>Project Team Synthesis – Project teams will distill research data and come up with insights for final project with help from instructor.</p> <p>Team Ideation: Once synthesis is completed, teams will conduct ideation exercises and decide on what ideas to prototype</p>
<p>Week 7</p>	<p>Prototyping:</p> <ul style="list-style-type: none"> • Introduction to Prototyping • Discuss different fidelities, tools and uses of prototypes • Discuss when to prototype and how to present prototype ideas to a team or client <p>Readings: Change By Design, Chapter 4</p> <p><i>Homework 5:</i> <i>Students will work individually to create a product prototype from requirements provided in class</i></p> <p>OUTCOMES: <i>How designers use prototyping in various stages of design work.</i></p>	<p>Team Ideation (Continued): Teams will continue ideation exercises for final project, discuss feasibility and decide what to prototype</p> <p>Team Prototype: Teams will begin discussing and sketching solution detail for project prototype</p> <p><i>In-Class Assignment:</i> <i>Project teams will create low-fidelity prototypes.</i></p>
<p>Week 8</p>	<p>Testing:</p> <ul style="list-style-type: none"> • Introduce Usability Tests as a tool for testing prototype ideas and functionality • Discuss usability test plans and recruiting participants for tests • Discuss Homework 4 questions <p>OUTCOMES: <i>Learn how prototype ideas are validated with usability testing</i></p>	<p>Team project – Teams will continue prototyping work for their final project. This work is collaborative and separate from the homework assignment. Teams can begin prototyping in Adobe XD</p> <p>Usability Tests – Teams will discuss and begin to devise a test plan for testing their prototype. All team members will begin recruiting participants to conduct usability outside of class.</p>

<p>Week 9</p>	<p>Presenting Human-Centered Design work:</p> <ul style="list-style-type: none"> • Discuss storytelling in presenting design work. • How to design slides for presentation decks • Presentation techniques: The do's and don'ts • Provide project teams with a template deck for their final presentations <p><i>Homework 4 DUE</i></p> <p><i>OUTCOMES: Storytelling for presenting design work.</i></p>	<p>Usability Test– Project team will finalize prototype and usability test plans in class.</p> <p><i>Each project team member will conduct usability tests with 1-2 participants and bring findings to week 10 class for team discussion</i></p> <p>Final Presentation – Project teams will collect all design artefacts and devise a strategy for developing the final presentation.</p>
<p>Week 10</p>	<p>Usability Test findings and Final Presentation Workshop:</p> <ul style="list-style-type: none"> • Teams will synthesize usability test findings with post-its • Final Workshop for final presentation • Direction and Feedback <p><i>Homework 5 DUE</i></p> <p><i>OUTCOMES: Proficiency in prototyping and usability testing</i></p>	<p>Final Presentation Workshop – Students will work on their final presentation in class, and can garner feedback from their peers and Instructor</p>
<p>Week 11</p>	<p>Final Presentations</p> <p><i>OUTCOMES: Demonstrate the ability to apply human-centered design methods to solve a problem collaboratively and use storytelling to present findings.</i></p>	<p>No lab as full class time will be used for Final project presentations.</p>
<p>Week 12</p>	<p>Review and Critique / What's Next / The Future of UX</p> <p><i>OUTCOMES: Demonstrate problem-solving ability utilizing a human-centered design approach, from problem framing to delivering prototypes, and show proficiency with presenting work.</i></p>	<p>No lab as the class will be treated more like a workshop, where students give each other feedback on their final presentations. There will also be a group discussion on what makes a good UX case study for use in a portfolio.</p>

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18. Selected Bibliography and Source materials:

When to Use Which User-Experience Research Methods – Nielsen Norman Group (Online Article), October 12, 2014 by Christian Rohrer (Author)

When and How to Create Customer Journey Maps – Nielsen Norman Group (Online Article), July 13, 2016 by Kate Kaplan (Author)