

USC Iovine and Young Academy

*Arts, Technology and the Business
of Innovation*

IDSN 585 Capstone

Units: 3.0

Spring 2024—Tuesdays—7:30 pm-9:20 pm PT

Location: <https://digitalcampus.instructure.com/>

Instructors: Jay Clewis and Jean-Michel Arnoult

Office: Virtual

Office Hours: By Appointment

Contact: jclewis@usc.edu; arnoult@usc.edu

IT Help: <https://uscedu.sharepoint.com/sites/IYAStudent/SitePages/IT-Resources.aspx>

Hours of Service: 9 a.m. – 6 p.m.

Contact Info: iyahelp@usc.edu

Technology Support: [Zoom information for students](#)

2U Digital Campus Online Technical Support

Contact: 1-855-487-3504, techsupport@digitalcampus.2U.com

Course Description

The USC Iovine and Young Academy Capstone course is a self-directed semester of study and practice where students have the opportunity to create a meaningful design, business, and technological solution to a challenging problem they define. Students will work in teams to develop an in-depth multidisciplinary project, culminating in a working prototype or finished product, service, or process by the end of the semester. Capstone projects will be reviewed and approved by Capstone faculty before the semester begins.

The proposed concept developed by the team must have elements of desirability, feasibility, and viability. The project should draw upon, demonstrate, and enhance the understanding, methods, skills, and tools learned throughout the student's experience in the program. The project will require primary and secondary research, exploration, experimentation, ideation, testing, iteration, and communication of the concept multiple times during the semester in each of the three research and development cycles. Students will need to work rigorously within the timeline and schedule of each cycle that is required to achieve the team's stated goals. They will need to be in consistent communication and collaboration with fellow team members and will need to produce and present professional-quality deliverables on time. The course meets formally once a week in a synchronous live session. The class will be supported by in-class formative and summative critiques designed in conjunction with members of the class, mentoring faculty, and industry experts. A detailed framework of major milestones, objectives, and key results will be adapted to individual projects. Students will be required to present their refined final project and solutions at the end of the semester.

Learning Objectives and Outcomes

Students will demonstrate a progressive aptitude in deploying the concepts, techniques, tools, and approaches of their prior scholarly work in the program. Upon completing this course, students will:

- Apply their accumulated knowledge and understanding from the scope of all classes completed successfully in the program.
- Develop proficiency through practice in challenges of increasing scope and complexity.
- Apply primary and secondary research methods to unlock opportunities and insights.
- Conduct market and competitive research related to the project concept.
- Generate unique ideas and iterate upon a variety of tested solutions.
- Fabricate products, plan and launch services, and articulate processes with depth.
- Build and communicate effectively within a multidisciplinary, multi-perspective team.
- Communicate and present ideas concisely using any and all effective modalities to potential stakeholders, Capstone faculty, and industry experts.

Prerequisite(s):

All required coursework for the USC Iovine and Young Academy online graduate program.

Recommended Preparation

In order to maximize the time and collaborative teamwork dedicated to Capstone projects, students must get organized into teams, prepare, and submit a Capstone project proposal before registration for the course is opened. Detailed project proposal instructions and deadlines are provided each semester during a Capstone informational webinar with faculty. Instructors will help facilitate this process as needed. Instructors will evaluate each project proposal based on the team assembled, project merit, and potential through the lenses of desirability, feasibility, and viability.

Course Notes

A detailed course schedule, with deliverable descriptions, rubrics, and due dates, will be provided in the first week of the course and will be the roadmap for the semester. Students are responsible for all additional assigned material, including video lectures, interviews, and reading materials offered by the instructors throughout the semester.

Technological Proficiency and Hardware/Software Required

Students must provide their own laptops. The laptop specifications take into consideration that students will be creating, streaming, and downloading audio and video, communicating using video conferencing applications and creating and storing large multimedia files.

USC Technology Rental Program

The university realizes attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. Submit an application to the [USC Technology Rental Program](#).

HOW TO PURCHASE SOFTWARE AT THE DISCOUNTED ACADEMY RATE

For classes that require them, the following software is available for purchase online through the USC Iovine and Young software catalog at the Academy discounted rate:

Software	IYA Short-Term License at USC Bookstore
Adobe Creative Cloud	\$70 2023–2024 annual license
Apple Logic Pro	\$35 semester licenses
Solidworks	\$35 semester license
Apple Final Cut Pro	\$35 semester license

To purchase:

- Visit: <https://commerce.cashnet.com/IOVINE>
- Select the software license(s) you would like to purchase by clicking “View Details” or the software title and make your purchase
- You will receive an order confirmation receipt at the email address you provided
- You will be notified by email when the software license has been activated

If you have any questions about this process, please do not hesitate to contact Academy IT Support at iyahelp@usc.edu.

Required Readings and Supplementary Materials

The Capstone course does not have asynchronous lectures or required textbooks, but required content and readings may be assigned by faculty at any point during the semester.

Description and Assessment of Assignments

Below are brief overviews of each assignment and deliverable. Unless specified otherwise, all assignments will be submitted within the 2U Learning Management System (LMS). If you experience technical difficulties submitting assignments, email the course instructors directly (not via Slack) and utilize 2U student support for assistance. Additional assignment details, including rubrics, will be provided separately in the first week of class.

Capstone Project Proposal

Each team will provide an initial project proposal in which one or more ideas for further pursuit are proposed (with accompanying rationale) to the Capstone faculty for review. Proposals must be written using the online form provided by the Academy and submitted prior to enrollment in the course. Instructors will review submitted proposals and approve/reject/request additional clarifying information from the team as needed. Each project proposal must address the following:

- Your name, USC ID, and email address, plus the names of all team members
- What is the project name (or working title)?
- What are the specific goals of this project?
- Describe the problem and opportunity area you will address.
- Who is the target audience of this problem or unmet need, and how do you know?

- What is the potential for innovation and/or meaningful impact?
- What does the design component require? How is it desirable?
- What does the technology component require? How is it feasible?
- What does the business component require? How is the project viable?
- What are the desired results for this semester (prototype, MVP, something else)?
- Is there anything else you'd like to add for consideration?

Project Summary Presentation

Teams will present an introductory overview of the project in which one or more ideas for further pursuit are proposed (with accompanying rationale) to peers and faculty. Supporting visuals are required, and teams must address the following:

- Goals of the project (the subject area you are focusing on, problem and/or pain points you are addressing, opportunity identified)
- Current or Possible solution(s). It is not expected to show refined solutions, but it is important to show possibilities to excite and attract teammates.
- Resources/knowledge you have available (technical, conceptual, human, financial)
- What do you not know about the project area? What activities will the team undertake this semester to fill in the gaps (i.e., research methods, development tactics, etc.)?

Project Check-Ins

Teams will submit project check-ins for the weeks noted in the course schedule so as to provide regular updates on progress, challenges, and requests for feedback and help from the Capstone faculty. A formatted template for the project check-ins will be provided by instructors.

Project Pivot or Persevere Presentation I

Discussion of a defined problem statement(s), the proposed solution(s), core features, and research relating to your project. Make sure you are addressing the target audience (not instructors) and that you are engaging the needs and interests of your potential customers. Ensure that each proposed feature addresses a need, pain point, or desire of the target audience. Include project recommendations and next steps based on results from all research and testing to date.

Project Pivot or Persevere Presentation II

Discussion of a defined problem statement(s), the proposed solution(s), core features, and research relating to your project. Make sure you are addressing the target audience (not instructors) and that you are engaging the needs and interests of your potential customers. Ensure that each proposed feature addresses a need, pain point, or desire of the target audience. Include project recommendations and next steps based on results from all research and testing to date.

Final Project Presentation

In the final week of the course, teams will give a polished pitch presentation to the faculty, peers, and industry experts and include details about the public launch of the project if applicable. In

your final presentation, consider the future implications and grand vision of your initiative, informed by the team's work throughout the Capstone course and program overall.

Project Process and Effort

This assignment includes two separate deliverables (outlined individually below) and is an assessment of the overall project process and progress of each individual's effort throughout the semester as represented by the overall attendance, participation, and deliverables. Required deliverables for this assignment are outlined below:

Project Assessment Survey (individual):

A project and peer assessment survey will be administered by the faculty at the end of the semester to help determine the overall effort, process, progress, and contributions of each team member for their final project. A link to the survey will be provided in the final week of class.

Handoff Document Cover Sheet (team):

The Project Handoff document is a statement of intent on behalf of the team that will be archived by the program. This deliverable helps instructors complete the Project Process and Effort assessment. The deliverable is a team deliverable and includes the following:

- Project name, date, and list of all team members
- Abstract: One-to-four sentence summary description
- Summary of work: Describe briefly where the project started, the progress and outcome of the semester's work, and general thoughts on the next steps beyond the semester.
- Reserve the project: Yes/No. If yes, please describe the intent and parameters.
- Include a viewable link to the project archive: Every team has kept all deliverables on a shared team drive this semester. A link pointing to the Due Diligence folder is required, in which all documents relating to the project should reside (semester deliverables at a minimum and anything supporting documents you see fit).

Participation: Students are expected to actively participate in this course, including:

- Careful reading, viewing, and delivering assigned materials by the date due
- Consistent collaboration and communication with team members and faculty
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance with camera on in synchronous sessions.
 - Failure to appear on camera consistently in class will result in reduced participation grades and/or final course grades

Course grades may be affected for students who do not contribute to the course through active participation. Students should notify the instructor in advance if they are unable to attend class. Those unable to attend will be required to review the online recording for the session missed and submit thoughtful feedback to the Instructor.

Assignment Rubrics

Detailed rubrics for each assignment will be made available by the course instructors during the first week of the Capstone course via the online digital campus. Teams may consult with the course instructors in adding/changing any additional grading criteria that relate to the project.

Grading Breakdown

Assignment	Points	% of Grade
Participation	150	15%
Project Summary Presentation	100	10%
Project Pivot or Persevere Presentation I	180	18%
Project Pivot or Persevere Presentation II	180	18%
Project Check-In (9)	90	9%
Final Project Presentation	250	25%
Project Process and Effort (Handoff Document)	50	5%
Total	1000	100%

Grading Scale

Final course grades will be determined using the following scale:

Letter Grade	Numerical Score
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	69 and below

Assignment Submission Policy

All assignments must be delivered by the date and time (Pacific Time) that the deliverable is listed as due per instructor guidelines. The instructor(s) will provide due dates for all assignments and deliverables during the first week of the Capstone. Late assignments will be subject to the late submission policy indicated below. **All assignments must be completed to pass this class.**

Late Submissions

Assignments will be accepted after the deadline with the following grade penalties. Do not ask for extensions; the extensions are noted below.

Submission in the 24 hours after the deadline	10% deduction
Submission between 24 hours and 3 days after the deadline	50% deduction
Submission after 3 days after the deadline	100% deduction

Course Attendance Policy

The Academy maintains rigorous academic standards for its students, and on-time attendance at all class meetings is expected. Each student will be allowed two excused absences over the course of a semester when a detailed explanation is provided. Each unexcused absence will result in the lowering of the final course grade by one-third of a grade (e.g., an A will be lowered to an A-, an A- will be lowered to a B+, and so on). In addition, being tardy to class will count as one-third of an absence. Three tardies will equal a full course absence. Missing a substantial part of a class for any reason may be counted as a full course absence and is at the discretion of the instructor.

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Excused absences normally may not be used on days where there is a quiz, exam, or presentation. Using an excused absence for a quiz, exam, or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodations. Accommodations may also be made for essential professional or career-related events or opportunities. Additionally, students who need accommodations for religious observations should provide advanced notice to instructors, and student-athletes should provide Travel Request Letters. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

Irvine and Young Hall Cleanout

The Academy is unable to store student projects and materials beyond the end of the semester. Students must remove all projects and personal materials from the Creators Studio, lockers/locker room, and other classrooms by the end of each semester. **All projects and materials left in Irvine and Young Hall will be discarded two days after the end of the final exams.**

Course Schedule: A Weekly Breakdown

Week	Topics	Tasks	Deliverables
0	Pre-Semester Setup	Teams submit Capstone project proposals for review prior to enrollment in this course	Project Proposal Due
1	Class Overview	Introductions, syllabus, expectations, project launch	None
2	Presentations	Introduce Projects and Goals	Project Summary Presentation
3	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 1
4	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 2
5	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 3
6	Presentations	Project Progress, Milestones, and Next Steps	Project Pivot or Persevere Presentation I
7	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 4
8	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 5
9	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 6
10	Presentations	Project Progress, Milestones, and Next Steps	Project Pivot or Persevere Presentation II
11	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 7
12	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 8
13	Projects and Teams	Team Meetings and Instructor Consultations	Project Check-In 9
14	Projects and Teams	Team Meetings and Instructor Consultations	Handoff Document
15	Presentations	Presentation of Project Findings and Results, Followed by Q&A	Project Final Presentation Project Assessment Survey

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit the recording and distributing of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information that had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity, see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Policy for the Use of AI Generators

The Capstone course does not have any restrictions on the use of generative AI tools to create or modify content relating to the development of student projects.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services \(OSAS\)](#) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on-call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on-call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on-call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities by providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity, and Inclusion](#) - (213) 740-2101

Information on events, programs, and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on-call

Emergency assistance and avenues to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on-call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University ombudsman who will work with you to explore options or paths to manage your concerns.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health-promoting habits and routines that enhance quality of life and academic performance.