

RPTA 185: THE ART AND SCIENCE OF EXPERIENCE DESIGN

In Workflow

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Approval Path

1. Wed, 05 Mar 2025 20:57:34 GMT
Abhijeet Shirsat (shirsat): Approved for RPTA Committee Chair
2. Wed, 05 Mar 2025 21:07:23 GMT
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3. Wed, 19 Mar 2025 17:52:19 GMT
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4. Wed, 19 Mar 2025 19:03:00 GMT
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5. Thu, 20 Mar 2025 05:03:05 GMT
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6. Fri, 21 Mar 2025 00:29:32 GMT
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7. Fri, 21 Mar 2025 16:23:04 GMT
Robert Pieretti (sac19804): Approved for HHS Dean

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Viewing: RPTA 185 : The Art and Science of Experience Design

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Changes proposed by: Jungyun Hur (219174190)

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Catalog Title:

The Art and Science of Experience Design

Class Schedule Title:

Art & Sci of Experience Design

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Recreation, Parks, and Tourism Administration

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2026 (2026/2027 Catalog)

Subject Area: (prefix)

RPTA - Recreation, Parks, and Tourism Administration

Catalog Number: (course number)

185

Course ID: (For administrative use only.)

161351

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This proposal aims to update and rename the existing RPTA 185 course to better align with contemporary terminology, management skills, and industry practices, particularly in experience design and management. The course has remained outdated and has been infrequently or not offered in the past decade due to its obsolete content, including terminology such as “commercial recreation,” which no longer reflects current industry standards. This revision updates the curriculum to incorporate modern management approaches and proposes its inclusion in General Education Area B5 and as a Writing Intensive course.

Human experiences are shaped by a complex interplay of sensory, cognitive, and environmental factors. From immersive theme parks and interactive museums to thoughtfully designed public spaces, experience design plays a crucial role in shaping emotions, behaviors, and satisfaction. The science behind experience design is increasingly recognized as essential to creating engaging and memorable interactions across various industries (e.g., hospitality, tourism, entertainment, retail, event, or digital spaces).

This course explores the scientific principles of experience design, drawing from interdisciplinary research in psychology, sensory science, environmental design, and service management. Students will examine how sensory perception, spatial design, technology, and emotional engagement influence the way people interact with and remember experiences.

Beyond theoretical foundations, the course emphasizes practical applications in real-world settings. Students will critically analyze designed experiences in various industries, exploring how scientific insights can enhance customer engagement, satisfaction, and well-being. Through hands-on projects, they will apply evidence-based design principles to create immersive, engaging, and meaningful experiences.

Additionally, the course encourages critical engagement with research methods used to study experience design. By evaluating both traditional and innovative methodologies, students will develop an evidence-based understanding of how scientific principles shape designed interactions.

This course fulfills General Education Area B5 requirements by offering an interdisciplinary exploration of scientific inquiry in experience design. It also meets the Writing Intensive requirement through a series of critical and professional writing assignments, equipping students with essential communication skills for analyzing and articulating experience design concepts.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

What makes an experience truly unforgettable? This course explores the art and science behind designing immersive, engaging, and meaningful experiences across various areas - from hospitality and travel to entertainment, wellness, event, and beyond. Drawing from interdisciplinary research, students will examine how environmental, psychological, and physiological factors shape human perception and behavior. Using evidence-based strategies and data-driven insights, students will design and evaluate real-world experiences that enhance satisfaction, well-being, and impact. Ready to craft experiences that leave a lasting impression?

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe how scientific principles influence the design of experiences. (GE Area B5 LO 1, WI LO 1)	- 5 Reflections (500 words each, total 2,500 words) - Core Writing 1: Experience Analysis Report (750 words) - Core Writing 2: Experience Design Proposal (1,250 words) - Opinion-Piece Writing (750 words)
2	Identify and analyze key factors—such as lighting, sound, scent, and spatial design—that shape emotional and physiological responses in designed experiences. (GE Area B5 LO 1&2, WI LO 1)	- 5 Reflections (500 words each, total 2,500 words) - Core Writing 1: Experience Analysis Report (750 words) - Core Writing 2: Experience Design Proposal (1,250 words) - Opinion-Piece Writing (750 words)
3	Evaluate real-world experience designs using evidence-based research, recognizing underlying assumptions, limitations, and ethical considerations. (GE Area B5 LO 1&2, WI LO 2)	- 5 Reflections (500 words each, total 2,500 words) - Core Writing 1: Experience Analysis Report (750 words) - Core Writing 2: Experience Design Proposal (1,250 words) - Opinion-Piece Writing (750 words)
4	Examine historical and contemporary perspectives on how people interact with designed environments. (GE Area B5 LO 3, WI LO 2)	- 5 Reflections (500 words each, total 2,500 words) - Core Writing 1: Experience Analysis Report (750 words) - Core Writing 2: Experience Design Proposal (1,250 words) - Opinion-Piece Writing (750 words)
5	Apply scientific reasoning and research findings to propose improvements or innovations in experience design that enhance well-being, accessibility, and guest satisfaction. (GE Area B5 LO 1&2, WI LO 1&2)	- 5 Reflections (500 words each, total 2,500 words) - Core Writing 1: Experience Analysis Report (750 words) - Core Writing 2: Experience Design Proposal (1,250 words) - Opinion-Piece Writing (750 words)
6	Discuss the role of innovation and technology (e.g., virtual reality, smart environments, biometric tracking) in shaping the future of experience design. (GE Area B5 LO 1&2, WI LO 2)	- 5 Reflections (500 words each, total 2,500 words) - Core Writing 1: Experience Analysis Report (750 words) - Core Writing 2: Experience Design Proposal (1,250 words) - Opinion-Piece Writing (750 words)
7	Develop structured, analytical writing that effectively communicates insights from scientific research and real-world case studies. (WI LO 3)	- 5 Reflections (500 words each, total 2,500 words) - Core Writing 1: Experience Analysis Report (750 words) - Core Writing 2: Experience Design Proposal (1,250 words) - Opinion-Piece Writing (750 words)

Attach a list of the required/recommended course readings and activities:

RPTA 185_Syllabus_The Art and Science of Experience Design.docx
RPTA 185_Recommended Readings.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Intellectual and practical skills
 Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

5A. Physical Science
 Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
 Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
 Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

RPTA 185_Syllabus_The Art and Science of Experience Design.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The syllabus with core assignments will remain consistent across all course sections for accountability and consistency. Variations in course delivery strategies may occur with different instructors.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Meeting GE Area B5 and WI objectives will be met using the course assessments as outlined in the syllabus. Please see below for GE UD Area B5:

1. Develops an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living systems.

This course explores the scientific principles that shape designed experiences, drawing from environmental psychology, human physiology, cognitive, and behavioral science. It guides students through the analysis of research literature related to the human sensory system, environmental design, cognitive and behavioral science, and its role in shaping experiences in various sectors (ELO 1, 2). Students will examine empirical evidence on how sensory stimuli, spatial design, and environmental factors interact with human cognition and physiology to shape emotions, behavior, and overall well-being in designed experiences (ELO 3). This exploration spans various scientific disciplines, including psychology, sensory science, design thinking, behavioral economics, and service management (ELO 4). Through reflections, and writing assignments (e.g., analysis report, proposal, opinion piece), students will assess their understanding of how sensory experiences shape human engagement and satisfaction in different contexts (ELO 5-7).

2. Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of the physical universe and/or living systems and life forms.

This course introduces students to interdisciplinary scientific fields—such as environmental psychology, human physiology, sensory science, cognitive and behavioral science—that examine how people perceive, interact with, and respond to designed environments (ELO 1, 4). By integrating research from these disciplines, students will gain a deeper understanding of the physiological and psychological mechanisms that shape human experiences (see Reading List).

3. Develops an appreciation of the methodologies of science and the limitations of scientific inquiry.

This course cultivates an appreciation for scientific methodologies used to study human perception, emotion, and behavior in designed experiences. Through analysis of empirical studies, discussions, and structured writing assignments, students will critically evaluate the strengths and limitations of scientific inquiry, recognizing how research methods shape our understanding of experience design (ELO 3). Additionally, the course explores ethical considerations, contextual constraints, and the evolving nature of scientific knowledge in interdisciplinary fields such as environmental psychology, cognitive science, and sensory research (ELO 5).

Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

1. Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.

This GE B5 Learning Outcome #1 is addressed by the proposed Course Educational Learning Outcomes 1, 2, 3, 5, 6, 7

Assessments assessing GE B5 Learning Outcome #1 include:

- Reflection 1: Sensory Experiences in Hospitality (500 words)
- Reflection 2: Ethical Issues in Experience Design (500 words)
- Reflection 4: The Role of Technology in Experience Design (500 words)
- Reflection 5: Designing for Social Good (500 words)
- Core Writing 1: Experience Analysis Report (750 words)
- Core Writing 2: Experience Design Proposal (1250 words)
- Opinion-Piece: The Future of Experience Design (750 words)
- Participation and Canvas Activities

2. Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.

This GE B5 Learning Outcome #2 is addressed by the proposed Course Educational Learning Outcomes 2, 3, 5, 6, 7.

Assessments assessing GE B5 Learning Outcome #2 include:

- Reflection 2: Ethical Issues in Experience Design (500 words)
- Reflection 4: The Role of Technology in Experience Design (500 words)
- Reflection 5: Designing for Social Good (500 words)
- Core Writing 1: Experience Analysis Report (750 words)
- Core Writing 2: Experience Design Proposal (1250 words)
- Opinion-Piece: The Future of Experience Design (750 words)
- Participation and Canvas Activities

3. Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.

This GE B5 Learning Outcome #3 is addressed by the proposed Course Educational Learning Outcome 4, 7.

- Reflection 3: Cultural Perspectives on Experience Design (500 words)
- Opinion-Piece: The Future of Experience Design (750 words)
- Participation and Canvas Activities

Includes a writing component described on course syllabus.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students will be assessed on their understanding, analysis, and application of course content through multiple writing assignments totaling 5,250 words during the course. The following writing assignments are spaced throughout the course schedule (see syllabus) and core writing assignments offer students the opportunity to resubmit with revisions.

- 5 Reflections (500 words each, total 2,500 words)
- Core Writing 1: Experience Analysis Report (750 words)
- Core Writing 2: Experience Design Proposal (1250 words)
- Opinion-Piece: The Future of Experience Design (750 words)

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The Department Chair will create means for course evaluation and accountability measures to ensure the instructors comply with the course curriculum and delivery methods.

General Education - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

Student skills in basic writing and English are the foundation for this course, which builds on these skills toward writing in the context of experience design. Students learn more advanced skills in searching for research literature, structuring arguments, and critiquing evidence through their writing. Students will write in various modalities including formal academic papers (analytical report, and a research-based proposal), reflections, and an opinion-piece assignment for public-reading.

The course must expand students' knowledge by examining complex issues.

This course expands students' knowledge by examining complex issues in experience design, focusing on how sensory perception, environmental factors, and human behavior intersect. Students will analyze how these elements shape experiences, reflecting on topics such as emotional response, decision-making, and well-being. Through the Reflections, Experience Analysis Report and the Experience Design Proposal, students will apply research and evidence-based reasoning to critically evaluate real-world experiences. They will also explore the role of technology, culture, and ethics in experience design, examining how these factors contribute to or challenge the status quo in designed environments. Assignments require students to reflect on the assigned multiple readings to support their perspective regarding these complex topics and issues.

The course must expand students' abilities to reason logically and to write clearly in prose.

This course expands students' abilities to reason logically and write clearly in prose through a series of writing assignments and activities. Students will critique real-world designed experiences, and research scientific literature, writing evidence-based papers that present the pros and cons of specific design choices. Writing workshops will allow students to engage with and analyze the work of others, while receiving feedback to refine their own writing. This process will culminate in revisions, helping students improve both their logical reasoning and their ability to communicate clearly through written assignments. In addition, core writing assignments offer students the opportunity to resubmit with revisions.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

Students achieve the 5,000 word goal through 2 core writing assignment (2,000 words), 5 reflection assignments (2,500 words) and one opinion-piece writing (750 words) - Total 5,250 words.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Students receive faculty feedback on writing style through faculty feedback on repetitious problems in each student's writing style (e.g., passive voice, plural/singular agreement, informal tone, etc.) and rubrics are used for each writing assignment. The rubrics include scoring for writing and content. Writing workshops, tailored faculty feedback, and resubmission provide students the opportunity to improve their weaknesses in writing.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

The written assignments are spread over the semester so that only one assignment (Opinion Piece- 750 words) is due the last two weeks of the semester.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

The faculty are expected to return feedback for the assignments within one week of submission. Grading rubrics for all writing assignments include feedback on both writing skill and content.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:

Andrea Becker (andrea.becker) (Wed, 19 Mar 2025 17:52:19 GMT): Rollback: Minor Edits

Key: 4157