ADES 5460 | “Inception-to-Pitch Capstone Project” | Course Syllabus

Course Description
This one-semester, six-credit-hour-course is designed to build upon knowledge the students enrolled in it will have constructed during their enrollments in the entire array of courses that precede it in the “MA in IxD” degree plan sequence (specifically, these courses are ADES 5410, ADES 5420, ADES 5430, ADES 5440 and ADES 5450; please note that ADES 5450 may be taken concurrently with ADES 5460). This course is designed to be taken during the third semester of enrollment in the curriculum that facilitates the MA in Design with a Concentration in Interaction Design program, although it may be taken later than this by students who choose to complete their degree plans over a longer span of time than three semesters.

The primary goal of the ADES 5460 “Inception-to-Pitch Capstone Project” course is to allow each individual MA in IxD candidate enrolled in it to effectively complete the following seven-step design process guided by evidence based research. These steps are articulated as follows:

1. Identify,
2. Contextualize,
3. Plan,
4. Develop,
5. Design, and then,
6. At least roughly implement and test-and-gather user data from an interactive prototype for a particular interactive product, service or set of experiences, which should result in some form of a
7. Pitch deck-cum-presentation that effectively articulates the benefits to be afforded by the effective design and implementation of the individual MA in IxD candidate’s interactive product, service or set of experiences.

The design and implementation of each MA in IxD candidate’s interactive product, service or set of experiences should be predicated on effectively facilitating a human-centered design endeavor on behalf of a specific group or set of groups who are being adversely affected or inhibited by a particular set of social, economic, public policy, environmental or technological issues, conditions, networks or actors. Engaging in the Capstone-to-Pitch experience should also equip each MA in IxD candidate enrolled in the course with a set of project-based knowledge and understandings that will help him/her/them effectively transition into a viable professional- or academic-sector opportunity as a thought leader and/or project manager in the Interaction and/or User Experience Design industry/community/discipline(s).

The result of an MA in IxD student’s immersion in the learning experiences that constitute this course should also yield him/her/them with a strong, and perhaps even a “lead,” or “primary” piece to include in his/her/their UX/IX design portfolio.

Credits and Prerequisites
All students enrolled in this course must have already taken and successfully passed (i.e., earned a final course grade of “B” or better) the following courses: ADES 5410, ADES 5420, ADES 5430, and ADES 5440.
ADES 5450 may be taken concurrently with ADES 5460. The "Capstone: Inception-to-Pitch" course is required for all UNT CVAD Department of Design graduate students seeking to earn an MA in Design with a concentration in Interaction Design, or "MA in IxD."

Course Content
Each MA in lxD candidate enrolled in this course will be challenged to develop and design an interactive product, service or set of experiences over the course of the semester that positively affects the behavior of their specified group or set of groups as they interact with particular products, environments, sets of protocols or procedures, or systems within communities. No two candidate's projects will evolve according to the same sets of parameters or project development schedules (each MA in lxD candidate is required to submit a project schedule by 4:59 pm CDT, Tuesday, September 6; these may—and very likely will—be modified over the course of the semester as individual projects evolve).

Each MA in lxD candidate enrolled in ADES 5460 "Capstone-to-Pitch" will be challenged to construct and discover new knowledge and understandings as he/she/they engages in various iterative design processes, prototype development(s), and the testing and implementation required to successfully realize the completion of his/her/their project. Additionally, as the student and/or instructor-of-record deems necessary, one or more relationships may need to be forged and cultivated between the students and select industry and/or community organization partner(s) that could be or would be crucial to providing critical feedback re: the development of the student’s project, as well as access to at least some of the resources crucial to guiding its effective development, design and implementation.

As was the case during MA in lxD candidates’ enrollments in ADES 5410, 5420, 5430 and 5440 (and possibly 5450) during previous semesters of enrollment in the MA in lxD program, each student will be challenged to accommodate scenarios of use that span a broad spectrum of types of interactions, and that account for a wide variety of user motivations, actions and types of feedback. Each student will also be challenged to accommodate levels of scale that span the spectrum from the operation of specific features, controls and applications to ensuring effective functionality in a complex environment or diversely populated community or network(ed) setting. It is expected that each student will augment his/her/their presentations of work as the semester progresses with their own, self-guided construction and acquisition of knowledge and understandings as necessary to develop and design their ideas, and to operationalize whatever systems they deem necessary to effectively realize these.

Course Objectives
Through the completion of course assignments, students will acquire competency in the following areas:

· the construction of knowledge that informs how individuals and groups think and make choices as they engage in everyday interactions in specific situations or “scenarios of use”
· set of core skills and a knowledge base necessary to effectively plan and guide interactive project management processes
· processes for communicating effectively with the people who constitute interactive project development teams

setting). As Marshall McLuhan reminds us, the technologies we routinely use to facilitate various aspects of our everyday lives affect, or “massage” what he referred to as “the human sensorium,” and can themselves become kinds of messages rather than merely the means to deliver them.

4. The actors referred to here can be thought of as users, as students enrolled in this curriculum will have already learned to think about them and to design on their behalves, whose lives will or may be affected by how a given set of circumstances within a particular situation might be altered if the information informing these circumstances were to be presented to them in a way(s) that would cause them to think differently about them.
· processes for communicating effectively with the people who constitute interactive project
development user groups
· the ability to develop strategies for ensuring that a well-understood-by-all-team-members-and-
stakeholders process is formulated and effectively followed and adjusted over time as necessary
to meet expectations, deliver on promises, and value diverse inputs and critical feedback as the
capstone-to-pitch design process evolves

Through the completion of course assignments, students will develop competency in the following areas:
· the ability to plan and operate development processes to guide the evolution of the capstone-to-pitch
interactive project that effectively accounts for the diverse tasks, stages and phases that must occur
over the course of its project development schedule
· the ability to ensure that given interactive project management processes facilitate the best
work possible as effectively and efficiently as possible on behalf of clients, stakeholders and
project team members
· the ability to cultivate knowledge gleaned from existing interactive project management methods,
combined with the ability to identify and plan for “gaps” in these methods, to guide the evolution
of processes that ensure all stakeholders involved know what to expect and what to ask for as the
project’s development schedule progresses
· The ability to cultivate knowledge that effectively answers key developmental questions, such as
‘what do clients and stakeholders need and desire, and why?’, ‘what aspects of our project will be
most challenging for the individuals and groups involved to learn, operate and keep track of?’, and
‘how can the best work be done most efficiently?’
· The ability to design-and-write, or write-and-design, an effectively communicative and emotionally
engaging pitch deck of slides that has the potential to compel not just interest in, but actual support
for the further development of, their capstone-to-pitch project, and that will “reside really well” in each
MA in IxD candidate’s UX/IX design portfolios.

Through the completion of course assignments, students will continue to develop competency
in these areas:
· The ability to plan and operate opportunities to demonstrate the various “stages” of his/her/their
capstone-to-pitch project’s development as a means to engage stakeholders and potential
collaborators and investors in constructively critical dialogue that effectively guides design
decision-making
· The ability to document the processes that informed the development of his/her/their capstone-
to-pitch project’s system(s), so that he/she/they emerges from this learning experience with the
raw material and knowledge necessary to use the particular “conception and project evolution
stories” of their systems necessary to showcase their expertise and potential to possible employers,
collaborators and funders
The abilities necessary to consistently and effectively initiate and sustain meaningful critical dialogue between themselves and their peers, their instructor(s), and potential collaborators and funders in ways that positively inform their design decision-making as a complex project evolves.

Course Structure

This course is offered in a design studiolab format, and will meet for one, 170-minute (i.e., two-and-a-half-hour) class session per week. Course content and studiolab etiquette during critically dialectic exchanges between fellow-students and between students and faculty are all consistent with the requirements of pursuing a career in professional User Experience and Interaction Design environments. Under the guidance of the instructor, each MA in lxD candidate enrolled in ADES 5460 will spend the entire 16 weeks engaged in fulfilling a project development schedule of his/her/their own design that fuels and guides an effectively useful, usable and desirable interaction design product, service or set of experiences by the end of the semester.

Students will complete the majority of their coursework outside of our class time together, and participate in class discussions and critical dialogues during class hours. Students will submit iterative phases of their capstone-to-pitch projects for critical discussion during each of our Monday night meetings together as stipulated in their self-developed research and production schedule. Within the confines dictated by UNT pandemic policies, the CVAD Computing Labs at the CVAD Building Complex in Denton, as well as the computing facilities in UNT New College at Frisco, are available to students to work on assigned course projects outside of scheduled class time.

The logistical structure of this course means that our class time from week to week will largely be devoted to each of you “reporting out” about the design decisions you will have made over the course of the previous week, with well-articulated rationales supporting WHY these decisions were made. This will require that each of you meets outside of class each week for ~90 minutes with a pre-assigned group of four or five of your peers to engage in critical discussions about WHY, and to some degree, HOW your project will and will not evolve. It is during these discussions, wherein each of you must endeavor to be effectively and constructively critical with each other, that a significant portion of the knowledge acquisition and construction inherent to this course will evolve. Our class time together will largely entail each of you apprising me and those not in your discussion group from the previous week why you’ve “done what you’ve done in the course of the past week.” Please bear in mind that each of you will have seven to eight minutes of “sharing and reporting time” each week to present “what you’ve been up to” to the instructor and the rest of your peers. No one will be allotted more time than this per week, so—prepare what you’ll share and report out each week accordingly.

Please note: each of you will be placed in different “outside-of-class-time” discussion group consisting of between four and five of your peers at the beginnings of week one, four, seven, ten and thirteen. Who will constitute each group will be articulated in the section immediately following this one. The course syllabus will also include a “rough schedule” for f22 ADES 5460, but this will—of course—be largely affected and guided by what each of you “do and design” re: your respective projects as the semester evolves.
Per-week, outside-of-class, critical discussion group assignments re: f22 ADES 5460

Section 01 | 08.29–09.19: Barrera, Kim, Hasan, Yearby, Ma
Diaz Martinez, Wally, Ramos, Acharya
Ekwulugo, Shirley, Nguyen, Lin

Section 02 | 09.19–10.10: Lin, Diaz Martinez, Barrera, Acharya
Nguyen, Wally, Kim, Ekwulugo
Shirley, Ramos, Hasan, Ma, Yearby

Section 03 | 10.10–10.31: Hasan, Wally, Acharya, Ekwulugo
Ma, Diaz Martinez, Kim, Ramos, Lin
Nguyen, Shirley, Yearby, Barrera

Section 04 | 10.31–11.21: Acharya, Ma, Wally, Lin
Shirley, Diaz Martinez, Yearby, Ramos, Ekwulugo
Barerra, Hasan, Kim, Nguyen

Section 05 | 11.21–12.12: Barrera, Kim, Hasan, Yearby, Ma
Diaz Martinez, Wally, Ramos, Acharya
Ekwulugo, Shirley, Nguyen, Lin

Regarding the possibility f22 ADES 5460 students might be exposed to challenging course content
Course content in the visual arts and design can sometimes include works, situations, actions, and language that can be personally challenging or offensive to some students on the grounds, for example, of sexual explicitness, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college’s practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the semester and seek enrollment in another course.

A Brief Articulation of UNT’s Non-Discrimination Policy
As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of this syllabus.

Course Components
This course is designed to immerse students in largely self-motivated and self-framed initiatives that require that each of them effectively engages in four essential activities, each of which will—more or less—occur sequentially, and each of which will necessarily fuel and guide the evolution of the activities that follow. These are (listed in the order that they will need to transpire per ADES 5460 student): research,
analyses, prototypes and testing, and reporting (this last activity will require that each student designs and presents a literal “pitch” of his/her/their capstone project on our final exam date, which is Monday, December 12, from 6:30 to 9:20 pm).

An Overview of How Students Enrolled in This Course Will Be Graded Combined with the Project Schedule

Each f22 ADES 5460 student will be evaluated according to how effectively he/she/they will be assessed to have engaged in the aforementioned four activities regarding the evolution of their respective capstone projects. A more articulate-yet-succinct description of these follows forthwith:

- research (assessed according to the following criteria): completeness/thoroughness (without being too broad); conciseness, relevancy, appropriateness, revelations;
- analyses (assessed according to the following criteria): insights (how thoroughly plumbed?), useful(ness), meaningfulness, “on-target”/appropriate for the target audience/user group;
- prototypes (and the testing of them): how appropriate are these to guide further exploratory development?, usability-cum-usefulness?
- reporting: strength of content, effectiveness of presentation, strength of design re: meeting users’ needs and wants

Brief progress reports will be issued to each student enrolled in ADES 5460 at roughly the five- and ten-week points of the semester schedule. Each student is expected to be well-engaged—throughout the entirety of the semester—in the decision-making processes that will guide his/her/their development of a capstone project rooted in broadly informed and deeply examined user experience and interaction design decision-making processes.

- To earn a final course grade of “A,” a student enrolled in ADES 5460 must earn between 90 and 100 points;
- To earn a final course grade of “B,” a student enrolled in ADES 5460 must earn between 80 and 89 points;
- To earn a final course grade of “C,” a student enrolled in ADES 5460 must earn between 70 and 79 points;
- To earn a final course grade of “D,” a student enrolled in ADES 5460 must earn between 60 and 69 points;
- Students who earn less than 60 points over the span of the semester will earn a final course grade of “F”

Not presenting the final “pitch-of-your-capstone-project” will result in a student losing 30 points from their final semester total, which could cause a student who does not present this to flunk the f22 section of ADES 5460.501.

Course Risk Factor

This class has been assigned a level 1 Risk Rating, which means that students are exposed to some minor hazards (most particularly, repeated computer usage), but are not likely to suffer bodily harm.
Recommended Texts


Required Supplies

- well-equipped personal computers loaded with the Adobe CC Creative Suite.
- access to and working knowledge of Figma, Balsamiq, Axure, Sketch, or XD prototyping softwares
- at least one, preferably two, external hard drive(s) with at least 1TB capacity to facilitate the “hard storage” of the various types of files you will create as you complete your assigned coursework
- at least 200 Post-It Notes™ in at least five different colors
- a 25’ to 50’ roll of inexpensive, white butcher paper that is 36” wide
- a “cheap” box of eight (8) Crayola, washable markers
- one (1) Bienfang brand, 100-sheet “Parchment 100 Tracing Paper” pad (9” x 12”)
- one (1) Bienfang brand, 50-sheet “Graphics 360°” pad (9” x 12”)
- At least four (4) Sharpie brand “Fine Point” black markers
- At least four (4) Sharpie brand “Ultra-Fine Point” black markers
- Four (4) dry erase markers (for use on the whiteboards in UNT Frisco Inspire Park, room 123)

ADES 5460 Attendance Policy

**Attendance is mandatory.** Students must sign the attendance sheet or answer a roll call facilitated by the instructor during the first (15) minutes of class. No student may sign or answer for another. Every unexcused absence over two will result in a letter grade reduction of the final course grade beginning with the third unexcused absence. Each two instances of tardiness over an initial two of these will be counted as one absence. (A student is tardy if he/she/they arrives after the first 15 minutes of class have elapsed.) No make-up opportunities for a missed class session will be given to any student enrolled in this course unless that student presents the professor with a UNT-Approved Absence Verification form within 72 hours of the ending of the class session that was missed. Students are hereby notified that meeting with the Instructor of Record for this course during an office hours session does NOT make up/cannot be substituted for a class session that was missed. Missing four class sessions over the course of the semester for any reason(s), even if some portion of these absences are excused, will cause a student to flunk (i.e., earn a final course grade of “F”) in ADES 5460.

Student Academic Integrity (with Special Focus on Plagiarism)

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded
by the University. In the investigation and resolution of allegations of student academic dishonesty, the University’s actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. More information about UNT’s policies regarding academic integrity can be found online at: https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity_0.pdf

According to UNT Policy 06.003, “Student Academic Integrity,” academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Plagiarism is literary or artistic theft. It is the false assumption of authorship, the wrongful act of taking the product of another person’s mind and presenting it as one’s own. Copying someone else’s writing, design or art work, intact or with inconsequential changes, and adding one’s name to the result constitutes plagiarism. If the instructor suspects a given student of an incidence of plagiarism, he/she/they will notify this student of this concern within 72 hours of the suspicion being raised. Plagiarism may result in disciplinary probation, suspension from the university, expulsion (permanent), or the revocation of your degree, and it will cause you to flunk this course.

**Accommodations for Students with Special Needs or Disabilities**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access web site. You may also contact ODA by phone at (940) 565-4323.

**Emergency Notifications and Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Changes to the ADES 5460 Course Syllabus**

The instructor reserves the right to make adjustments/changes to the course syllabus of ADES 5460.501 with or without notice as he sees fit/deems necessary as the semester progresses.
Access to Information: Eagle Connect

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 (specifically, from November 21 to December 8) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from “UNT SPOT Course Evaluations via IASystem Notification” (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. All they then have to do is click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/), or send email to spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940.565.2648.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

· The work is used only once.
· The work is not used in its entirety.
· Use of the work does not affect any potential profits from the work.
· The student is not identified.
· The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students
engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

**Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940.565.2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at 940.565.2759.

**UNT’s Multicultural Center and Pride Alliance**

**UNT’s Multicultural Center** is committed to cultivating a campus environment where people of all identities and experiences can thrive. It fosters the success and awareness of historically underrepresented student populations with an emphasis on disability, ethnicity, gender, interfaith, race and sexual orientation. The Center’s programs and activities are developed to increase the awareness, understanding, and intersectionality of the various identities in the UNT community. All students at UNT—including all those of you enrolled in the fall 2021 section of ADES 5460 “Prototyping and Usability Testing”—have everyday access to our Multicultural Center, which is located in the Union Complex in room 335 (https://edo.unt.edu/multicultural-center; 940.565.3424).

**UNT’s Pride Alliance** is a gender and sexuality resource center and a safe and welcoming space for all. The values that drive their work include but are not limited to:

- **Education**: Providing information, programs, and training opportunities that create awareness, understanding, and inclusion of all gender and sexual identities represented within the UNT community. Pride Alliance Training, and National Coming Out Day are both supported and facilitated by UNT’s Pride Alliance;
- **Engagement and Involvement**: Serving the UNT community through partnerships with campus and community organizations and promoting policies and practices that are inclusive of all gender and sexual identities. UNT’s Pride Alliance facilitates annual Outrageous Oral History and Transgender Day of Remembrance events;
- **Student Success and Leadership Development**: Fostering an environment that affirms and celebrates all gender and sexual identities and providing opportunities for personal growth through dialogue, exploring the intersections of identity, and creating support systems to enable achievement. UNT’s Pride
Alliance facilitates The Lavender Graduation Ceremony at the end of each long semester, and facilitates our campus’ OUTFits Clothing Closet.

All students at UNT—including all those of you enrolled in the fall 2022 section of ADES 5460 “Information Design and Data Visualization”—have everyday access to our Pride Alliance facilities and support staff. Pride Alliance operates in the Union Complex, room 372 (https://edo.unt.edu/pridealliance).
f22 ADES 5460 "Inception-to-Pitch Capstone Project" Student Acknowledgement

My dated signature on this document acknowledges that I have read the course syllabus for ADES 5460 in its entirety, and that I understand the ADES 5460 course structure, grading, attendance policies and risk factor rating. Additionally, my signing of this document indicates that I agree to abide by the provisions articulated within it.

______________________________________________ ______________________________________________
(please print your name above) (please sign your name above)

______________________________________________
(please indicate the date of your signature above)

Permission to Use Student Work

Via the appearance of my signature below, I hereby grant permission to UNT to use, copy, reproduce, publish, distribute, or display any and all works created to comply with the requirements of this course—ADES 5460 “Inception-to-Pitch Capstone Project”—in accordance with the terms set forth below. Additionally, I consent to the disclosure of the work created in this class as it may be accompanied by my name and other personally identifiable information for purposes set forth below.

Scope of permission. This permission extends to the use of the described work and images of such work:
1. for academic purposes in order to demonstrate examples of student work to current and future UNT students;
2. for public display in UNT-situated galleries or in other UNT campus facilities or on UNT websites;
3. for promotional materials created by UNT in all forms of media now known or later developed, including but not limited to exhibition catalogues, direct mail, websites, advertising, and classroom presentations.

My permission is on-going and will continue until such time as I revoke it by giving UNT three months written notice of revocation to the professor of record for this course. UNT will have three months from the date of my notice to stop all use in accordance with this permission.

Certificate of ownership. I am the owner of all work submitted to satisfy the parameters of this course (ADES 5460) in accordance with its requirements. The work is not subject to any grant or restriction that would prevent its use consistent with securing this permission. All aspects of the work are original to me and have not been copied.

I understand that as owner of the work, I have the right to control all reproduction, copying, and use of the work in accordance with US copyright laws.

Privacy Release. I hereby authorize and consent to the release, maintenance, and display of my name if necessary, along with any other personally identifiable information that I have provided in connection with the work and its use in accordance with the terms of this agreement.
Signature. By signing below, I hereby grant the permissions indicated above. I understand that this grant of permission relates only to the use of the described work. This is not an exclusive right and I may sell, give, or otherwise transfer the rights to such work to others on a non-exclusive or exclusive basis. However, in the event that I do sell, give or otherwise transfer ownership or the exclusive right to use my work to another party, I will notify UNT immediately in writing through the professor of record for this course (ADES 5460). UNT will have three months from the date of my notice to stop all use in accordance with this permission.

I have read, understand, and agree to the terms of this permission form:

________________________________________________________________________ ______________________________________________________________________
(please print your name above) (please sign your name above)

________________________________________________________________________
(please indicate the date of your signature above)