

IMEG Senior Thesis & Capstone Proposal Guidelines

Immersive Media, Entertainment & Gaming (IMEG)

Department of Fine and Performing Arts | Bowie State University | Fall 2026

Purpose: The IMEG Senior Thesis / Capstone Proposal is an undergraduate planning document. Its purpose is to show that a student has a clear, original, feasible project idea and is prepared to begin advanced development. The proposal is not expected to contain a fully resolved thesis, complete production bible or finished prototype.

Students should identify a creative question, design problem, research question, user need, industry need, or opportunity; conduct enough preliminary research to support the idea; define what they intend to make; and present a realistic plan for developing and completing the work.

When the Proposal Is Submitted: Students submit the IMEG Senior Thesis / Capstone Proposal with their portfolio in VCDM 219 Portfolio Review for faculty review and approval. Approval should normally occur before the senior-year production phase. The proposal establishes the starting scope; the project is then developed more fully in VCDM 368 and completed in VCDM 468.

Stage	Course / Timing	Student Focus
Proposal & Portfolio Review	VCDM 219 Portfolio Review	Clear concept, preliminary research, feasible scope, basic production plan, and approval.
Development & Pre-Production	VCDM 368 Game Design and Production I	Research, design development, proof-of-concept/prototype, testing, critique, and production.
Senior Capstone Completion	VCDM 468 Game Design and Production II (Senior Capstone)	Complete, test, refine, document, present, and prepare the project for the portfolio.

Proposal Length and Format: The written (typed) proposal must be a minimum of three (3) pages. Students may write more when needed, but clear and concise writing is encouraged. The three-page minimum does not include the title page, Works Cited/References, production schedule, budget, images, sketches, concept art, storyboards, diagrams, wireframes, mood boards, screenshots, or other supporting materials and appendices. Submit the proposal as one accessible PDF or other format required by the instructor, with active descriptive links where appropriate. Use clear headings and cite outside research using MLA or another faculty-approved discipline-appropriate style.

IMEG Capstone Projects

Projects should be original, achievable within the approved schedule, and connected to the student's IMEG skills and career interests. Examples include:

- A playable game prototype, vertical slice, serious game, interactive narrative, simulation, or game-based experience.
- A VR, AR, MR, XR, spatial computing, location-based, or other immersive experience.
- An interactive or immersive product for entertainment, education, training, healthcare, cultural heritage, museums, military, advertising, sports, live events, workforce development, public-sector simulation, or another commercial or noncommercial industry.
- An animation approximately 3-8 minutes in length.
- A short film or cinematic production approximately 5-10 minutes in length that may incorporate virtual production, real-time environments, visual/special effects, animation, motion capture, cinematography, compositing, or related technologies.
- An interactive installation, projection-based experience, experiential media environment, digital twin, or other faculty-approved hybrid IMEG project.

Alternative lengths or scopes may be approved in advance when appropriate to the project's complexity, technology, production method, and creative goals.

IMEG Senior Thesis/Capstone (6) Six Required Proposal Areas

1. Project Concept, Purpose & Problem

- Explain what you want to create in clear language.
- Identify the creative question, design problem, research question, user need, industry need, theme, or opportunity you want to explore.
- Briefly explain why the project matters and how it relates to IMEG.

2. Research, Audience & Inspiration

- Identify the intended audience, user, client, community, or industry.

- Summarize preliminary research that helps you understand the subject, audience, technology, or problem.
- Identify approximately three relevant examples or precedents, such as games, films, immersive experiences, products, designers, studios, artists, technologies, or case studies, and briefly explain what you learned from them.

3. Project Description & Final Deliverables

- Describe what the final project will be and what the user or audience will experience.
- Identify the main deliverable and a realistic minimum scope that can be completed successfully.
- List important supporting materials that may be needed, such as a game design document, sketches, script, storyboard, concept art, UX flow, level map, technical diagram, trailer, poster, or project page.
- For animation, plan for approximately 3-8 minutes. For a short film/cinematic production, plan for approximately 5-10 minutes, unless faculty approve another scope.

4. Technology & Production Plan

- Identify the main software, hardware, game engine, cameras, XR devices, virtual-production tools, programming tools, or other resources you expect to use.
- Briefly explain the production workflow and identify any major technical challenge or skill you may need to develop.
- Identify important BSU resources you expect to request. Do not assume that specialized equipment, software, services, or project expenses are guaranteed.

5. Timeline, Testing & Feasibility

- Provide a realistic schedule showing major milestones through VCDM 368 and VCDM 468.
- Explain how you will test the idea through prototypes, proof-of-concept work, playtesting, user feedback, critique, technical testing, or screenings as appropriate.
- Identify one or two major risks and how you will keep the project manageable if technical or production problems occur.

6. Professional, Ethical & Accessibility Considerations

- Briefly explain how the project supports your career interests, portfolio, industry goals, community interests, entrepreneurship, or future study.
- Identify any important copyright, licensing, privacy, representation, safety, permissions, or responsible AI issues.

- Explain the accessibility features most relevant to the project, such as captions, transcripts, readable interfaces, color contrast, keyboard/controller alternatives, user instructions, comfort settings, or alternatives to motion and sensory effects.

Supporting Materials: Supporting materials help faculty understand the proposal but are not expected to be fully developed at the VCDM 219 stage. Include only materials that are useful to communicate the idea and feasibility.

- Concept art, sketches, mood boards, storyboards, scripts, wireframes, UX flows, level maps, diagrams, sample renders, or reference images.
- A simple production schedule and preliminary budget/resource list.
- Preliminary Works Cited / References.
- Links to an early prototype or technical test, if one already exists. A working prototype is not required for initial VCDM 219 proposal approval unless specifically assigned by the instructor.

Provide and upload any supportive materials (PDF, PNG, JPEG, PPT). Please keep under 10 Mb or for large files save to a shared drive such as OneDrive, Google or Dropbox and provide a link.

Proposal Review & Approval

Faculty review at this stage focuses on whether the student has a promising, understandable, and manageable project that is appropriate for undergraduate IMEG study. The proposal does not need to answer every production question before approval.

- Possible decisions: Approved; Approved with Required Revisions; or Revise and Resubmit.
- Major later changes to the concept, platform, team, or overall scope should be discussed with and approved by IMEG faculty.
- Detailed design documentation, advanced prototyping, testing, production, and final professional materials are developed primarily in VCDM 368 and VCDM 468.

Proposal Evaluation Criteria

- Clarity and originality of the project idea, problem, question, or opportunity.
- Appropriate preliminary research and understanding of the audience or context.
- Connection to IMEG creative and technical learning.
- Realistic undergraduate scope, timeline, resources, and technical plan.

- Evidence that the student has considered testing, accessibility, ethics, permissions, and professional relevance.
- Clear, organized, accessible, and professional presentation.