

# REAL Curriculum Program Alignment Proposal

Department or School: Department of Design

Date: 3/14/2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: BFA in Design (Fashion and Interior Design)


REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Department of Design / Holly Cline hcline@radford.edu

BS/BA Requirements: BFA

- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
- A single minor or certificate degree program may fulfill no more than two REAL areas.
- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.
- Please save this file for submission as PROGRAM NAME\_ProgramType.docx (Example: Criminal Justice\_BS.docx)

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature		Date: 3-24-2020
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**Official Program Description:**

Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: <https://catalog.radford.edu/>

**Holly L. Cline, Chairperson**

<http://id-f.asp.radford.edu/>

## Undergraduate Program

The undergraduate degree concentrations in the Department of Design prepare students for careers as professional designers in fashion design and interior design; for careers in the merchandising of fashion and interior products; for careers in design management; and for a wide variety of related occupations in the fashion and interiors industries. In preparing students for success in these exciting fields within the world of design, the department provides “hands on” experiences that enhance creativity and aesthetic sensibilities, while developing decision-making and creative problem solving skills for accommodating all functional, technical, legal, and business concerns within a design solution. The curriculum integrates analytical and technological skills, and promotes the development of communication and team building skills at all levels, essential for success in all design fields. Course work prepares students to meet current professional standards. Internships enable students to apply acquired skills in a variety of professional environments, including fashion design studios, architectural and/or interior design firms, dealerships, retail establishments, trade organizations, art firms and manufacturing firms. The department seeks to promote excellence and ensure the competency of each graduate by imposing rigorous assessment measurements throughout the program and at every academic level.

### Design - Fashion Design Interior Design Fashion Merchandising, & Design Management

Students must maintain an overall cumulative GPA of 2.0 across all courses taken at RU. Additionally, students must maintain a 2.5 or higher cumulative in-major (DSN, DSNF, DSNI, and DSNM courses) GPA in order to proceed to the following academic year and to graduate. Students must also pass department-wide Student Outcomes Assessment processes. These performance measures include: Basic Skills Assessment to proceed from first to second year [a “C” or better is required for all 100 level DSN, DSNF, DSNI, and DSNM courses]; Design/Merchandising Skills Portfolio Review to proceed from second to third year; Career Preparation and Professional Skills Review to proceed to internship, and Internship Review to proceed to fourth year; and a Capstone Activity to proceed to graduation.

The Department of Design requires laptops for all students.

The Department of Design offers:

A Bachelor of Fine Arts degree with a concentration in Interior Design or Fashion Design

A Bachelor of Science degree with a concentration in Fashion Merchandising or Design Management.

The department also offers a minor in Design Appreciation.

All education is within the framework of a liberal arts education.

### Honors Program

The Department of Design offers a departmental honors program. For a general description of the Honors College at Radford University, click [here](#).

For specific requirements of this department’s program, contact the department chairperson or the director of the Honors Program.

### Transfer Students

Students wishing to transfer into the design program must indicate this major preference on the application for admission. Following acceptance into Radford University all transfer students applying for admission to the Department Design, must submit a Transfer Student Portfolio Admissions Form and an ID&F Course Equivalency Form.

## Outcomes Assessment Requirements

The department seeks to promote excellence and ensure the competency of each graduate by imposing routine progress requirements. Students must also pass department-wide Student Outcomes Assessment processes. All assessments have a minimum GPA requirements of 2.5 in major and 2.0 for the university. All discipline specific requirements must be met. **These assessments are completed outside the classroom environment.** The overall purpose of the Outcomes Assessment processes is to promote a high standard of excellence throughout the design major. These performance measures include:

Basic Skills Assessment to proceed to second year: The first year sequencing of design courses include: an introduction to design, two-dimensional and three-dimensional design fundamentals including design process and theory, business of design, and design psychology;

Design/Merchandising Skills/Portfolio Review to proceed to third year; The Design/Merchandising Skills/ Portfolio Review process in the second year is the primary stopgap for continuation in the design program. This second year review assesses a student's potential for success in upper-division courses. It should be noted that this evaluation is performance based and reflects the students' ability to use the design process, basic skills, and design/merchandising skills to successfully complete a range of design problems. Portfolio Review is an independent assessment based upon student outcomes. Review process results determine official entry to the upper level course offerings in Interior Design, Fashion Design, and Merchandising for Design. Failure to meet these standards will result in non-compliance of Second Year Review Requirements. Students not passing this review may choose to repeat the necessary courses or assessments the following year in order to repeat the review process. Students not passing this review may also choose to change their degree option to Design Management or Design Culture with a 2.25 GPA in the major (all DSN, DSNF, DSNI, or DSNM courses). The majority of the lower-level courses within the department are skill building courses and a portion of the final grade includes design process, discovery/information gathering, evaluation, critical thinking and progress. While these are valuable developmental assessments, they are not factored into the second year review. The second year review is an outcome- driven assessment only. The department recognizes the fact that high grades in the first two years of design coursework is not a full measure of how well a student will perform in the second year Design/Merchandising Skills/ Portfolio Review process.

Career Preparation and Professional Skills Review to proceed with internship; All students in the major are required to take a pre-internship seminar class. This seminar class is a self-directed course that prepares students for their summer internship experience. This course prepares students to locate, obtain, and prepare for a summer internship opportunity. Students must pass this class and obtain the minimum GPA (noted above) to proceed to internship;

Internship Review to proceed to fourth year; All design majors are required to successfully complete a specified number internship/training hours and complete all requirements of the internship syllabi and internship site requirements/contracts during the summer after their third year of study prior to proceeding to their fourth year of classes. Students not passing this review will not be allowed to move forward in the design program and may choose to repeat the internship class the following summer session;

Capstone Activity to proceed to graduation. Students must obtain a C in their final capstone course or activity.

## Academic Programs

[Design, B.F.A.](#)

[Design, B.S.](#)

[Design Appreciation Minor](#)

## Fashion Design Concentration

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B.F.A. Degree (120 credits)

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The Fashion Design concentration emphasizes knowledge of and appreciation for apparel design and its related fields. Students learn through a sequential series of courses that develop skills, creativity, and business practice

knowledge. Within the framework of a liberal arts education, students learn to identify, research, and solve fashion problems in a functional and aesthetic manner. This concentration provides a course of study that develops an in-depth knowledge base of theoretical, creative, technical skills, and professional practice. The Fashion Design Concentration prepares students for employment in design, manufacturing, costuming, or auxiliary fashion industries. With elective hours students may combine this concentration with other areas such as management, marketing, media studies, theatre and/or art.

### Interior Design Concentration

B.F.A. Degree (126 credits)

The Interior Design Concentration provides a comprehensive education preparing students interested in professional interior design careers and its related industries. Students learn to identify, research, and solve interior design problems through a sequential series of courses that develop skills, creativity, and business practice knowledge. Students develop entry-level competencies for a variety of positions including those in corporate, education, healthcare, hospitality, retail, and residential design. This program is accredited by the Council for Interior Design Accreditation (CIDA).

## Fashion Design Concentration

B.F.A. Degree (120 credits)

The Fashion Design concentration prepares students for employment in the fashion industry. Course work emphasizes the fashion design process with a customer focus, clothing design and construction techniques, and fashion presentation and promotion techniques. The Fashion Design graduates gain employment in design, manufacturing, costuming and auxiliary fashion industries.. With elective hours students may combine this concentration with other areas such as management, marketing, media studies, theatre and/or art. Radford University is accredited by National Association of Schools of Art and Design (NASAD).

### Core Curriculum Requirements (30-36 credits)

All majors are required to take the following courses, and are encouraged to take them as part of their [Core Curriculum](#) requirements.

[ART 215 - Art History Survey: Prehistory to Gothic](#)

[SOCY 110 - Introduction to Sociology](#)

[ECON 105 - Principles of Macroeconomics](#) or

[ECON 106 - Principles of Microeconomics](#)

[ART 216 - Art History Survey: Renaissance to Contemporary](#)

[PSYC 121 - Introduction to Psychology](#)

### DSN Core (12 credits)

[DSN 100 - Design Fundamentals](#)

[DSN 110 - Introduction to Design](#)

[DSN 143 - Business of Design](#)

[DSN 173 - Design Psychology](#)

[DSN 340 - Pre-Internship Seminar](#)

### DSN Design Support Courses (8-9 credits)

[DSN 220 - Media Presentation](#)

[DSN 223 - Textiles](#)

[DSN 402 - Global Design Studio](#)

## DSNF Core (47 credits)

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[DSNF 105 - Introductory Studio](#)

[DSNF 200 - Sophomore Studio I](#)

[DSNF 202 - Presentation Techniques](#)

[DSNF 205 - Sophomore Studio II](#)

[DSNF 207 - Promotion Techniques](#)

[DSNF 300 - Junior Studio I](#)

[DSNF 305 - Junior Studio II](#)

[DSNF 307 - Integrated Apparel Design](#)

[DSNF 320 - Apparel Draping](#)

[DSNF 341 - Fashion Design Internship](#)

[DSNF 350 - History of Fashion Design I](#)

[DSNF 355 - History of Fashion Design II](#)

[DSNF 400 - Senior Studio I](#)

[DSNF 403 - Senior Showcase and Portfolio](#)

[DSNF 404 - Apparel Production](#)

[DSNF 405 - Senior Studio II](#)

## Electives (10/11 credits)

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[UNIV 100](#) (optional)

Students following the Fashion Design Concentration should consult their advisor in selecting electives to complete the 120 semester hours required for graduation.

## Total Credits for B.F.A. Degree (120)

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## Major Grade Point Average

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The GPA in-major must be 2.5 and is calculated from required courses with a DSN, DSNF, DSNI, or DSNM prefix.

# Interior Design Concentration

## B.F.A. Degree (126 credits)

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The Interior Design Concentration provides a comprehensive education preparing students interested in professional interior design careers and its related industries. Students learn to identify, research, and solve interior design problems through a sequential series of courses that develop skills, creativity, and business practice knowledge. Students develop entry-level competencies for a variety of positions including those in corporate, education, healthcare, hospitality, retail, and residential design. This program is accredited by the Council for Interior Design Accreditation (CIDA). Radford University is accredited by National Association of Schools of Art and Design (NASAD).

## Core Curriculum Requirements (30-36 credits)

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All majors are required to take the following courses, and are encouraged to take them as part of their [Core Curriculum](#) requirements.

[ART 215 - Art History Survey: Prehistory to Gothic](#)

[SOCY 110 - Introduction to Sociology](#)

[ECON 105 - Principles of Macroeconomics](#)

[ECON 106 - Principles of Microeconomics](#)

[ART 216 - Art History Survey: Renaissance to Contemporary](#)

[PSYC 121 - Introduction to Psychology](#)

## DSN Core (12 credits)

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[DSN 100 - Design Fundamentals](#)

[DSN 110 - Introduction to Design](#)

[DSN 143 - Business of Design](#)

[DSN 173 - Design Psychology](#)

[DSN 340 - Pre-Internship Seminar](#)

## DSN Design Support Courses (8 credits)

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[DSN 220 - Media Presentation](#)

[DSN 223 - Textiles](#)

[DSN 402 - Global Design Studio](#)

## DSNI Core (53 credits)

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[DSNI 103 - Visual Thinking for Design](#)

[DSNI 125 - Technical Drafting](#)

[DSNI 200 - Sophomore Studio I](#)

[DSNI 202 - Presentation Techniques](#)

[DSNI 205 - Sophomore Studio II](#)

[DSNI 300 - Junior Studio I](#)

[DSNI 305 - Junior Studio II](#)

[DSNI 320 - Computer Aided Design I](#)

[DSNI 322 - Building Systems & Codes](#)

[DSNI 325 - Computer Aided Design II](#)

[DSNI 341 - Interior Design Internship](#)

[DSNI 350 - History of Interiors I](#)

[DSNI 355 - History of Interiors II](#)

[DSNI 375 - Design Theory and Research](#)

[DSNI 400 - Senior Studio I](#)

[DSNI 405 - Senior Studio II](#)

[DSNI 407 - Senior Showcase and Portfolio](#)

[DSNI 445 - Professional Practice and Ethics](#)

## Supporting Courses (6 credits)

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[COMS 114 - Public Speaking](#)

[COMS 225 - Introduction to Public Relations](#)

[COMS 330 - Communication Theory](#)

[COMS 235 - Writing for Public Relations](#)

[COMS 240 - Teamwork and Communication](#)

[FINC 251 - Personal Finance](#)

[FINC 336 - Principles of Real Estate](#)

[ENTR 250 - Entrepreneurship and Innovation](#)

[MGNT 322 - Organizational Behavior](#)

[ENTR 450 - Owning and Managing a Business](#)

[ENTR 350 - Managing New Venture Creation](#)

[MKTG 343 - Retailing](#)

[MKTG 350 - Consumer Behavior](#)

[SOCY 370 - Environmental Sociology](#)

[PSYC 282 - Consumer Psychology](#)

[PSYC 347 - Environmental Psychology](#)

[PSYC 381 - Psychology of Work Behavior](#)

[PSYC 429 - Maturity and Aging](#)

[THEA 100 - Theatre Appreciation](#)  
[THEA 180 - Introduction to World Cinema](#)  
[THEA 381 - Foundations of Cinematic Aesthetics](#)  
[THEA 330 - Theatre Design I](#)

Any ART

## Electives (3/4 credits)

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Students following the Interior **Design** Concentration should consult their advisor in selecting electives to complete the 126 semester hours required for graduation.

## Total Credits for B.F.A. Degree (126)

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## Major Grade Point Average

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The GPA in-major must be 2.5 and is calculated from required courses with a DSN, DSNF, DSNI, or DSNM prefix.

## HUMANISTIC OR ARTISTIC EXPRESSION

<p><b>E Area:</b>  Course Prefix: DSN  Course Number: 100  Course Title: Design  Fundamentals  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 80-100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>E Area:</b>  Course Prefix: DSN  Course Number: 110  Course Title: Introduction to  Design  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 100-120</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>E Area:</b>  Course Prefix: DSN  Course Number: 223  Course Title: Textiles  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 60-100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>E Area:</b>  Course Prefix: DSNF  Course Number: 355  Course Title: History of Fashion  Design II  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 60-80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>E Area:</b>  Course Prefix: DSNI  Course Number: 355  Course Title: History of Interior  Design II  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 40-50</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>



E Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: DSN 100, DSN 110, etc

E Area:

Learning Goal: To explore humanistic or artistic expression through inquiry or creativity.

Learning Outcome 1:

Students demonstrate understanding of diverse ideas, languages, products, or processes of humanistic inquiry or artistic expression.

Description of learning outcome assessment plan:

DSN 100- Students demonstrate an understanding of the Elements and Principles of Design terminology through module quizzes.

DSN 100- Students demonstrate an understanding of the iterative design process through a concept to completion process packet of their final design project; project grading rubrics assess the process to project outcome.

DSN 110- Students demonstrate an understanding of Design through artistic expression as shown through the ABSee Project; projects assessed by a grading rubric.

DSN 110- Students demonstrate an understanding of the language used in Design, specifically the Elements and Principles of Design, through the vocabulary matching questions on the final exam.

DSN 223- Students demonstrate an understanding of textile fibers (product origins, processing methods, and use) through examination.

DSN 223- Students demonstrate an understanding of textile terminologies (woven structure and identification) through examination.

DSNF 355 – Students demonstrate an understanding of the connection between the socio-cultural, political, technological, and economic processes on the physical and symbolic properties of the product, fashionable dress (ancient world to 1900) through presentations; presentations assessed by a grading rubric.

DSNF 355 – Students demonstrate an understanding of men’s and women’s fashion from cultures and/or time periods (ancient world to 1900) through exam questions

DSNI 355- Students demonstrate understanding of diverse artistic expression through examination or assignment. Example: Exams include identification of diverse stylistic architectural and interior design movements from the Industrial Revolution to the present day.

DSNI 355 - Students demonstrate understanding of diverse ideas through examination or assignment. Example: Worksheets produced include summaries of the philosophy behind various architectural and interior design movements.

Learning Outcome 2: Students critically evaluate, synthesize, or create forms of human expression or inquiry.

Description of learning outcome assessment plan:

DSN 100- Students create 2-D and 3-D works of artistic expression using the elements and principles of design; project assessed by a grading rubric.

	<p>DSN 100 - Students critically evaluate themselves through an end of course self-evaluation progress questionnaire addressing personal growth in design project development. A scoring rubric assess student's critical self-evaluation.</p> <p>DSN 110- Students will create videos as a form of human expression through the word Video Challenge; project assessed by a grading rubric. DSN 110- Students create a short video to demonstrate an assigned Element or Principle of Design to the viewer.</p> <p>DSN 223- Students synthesize and create a textile fiber (product origins, processing methods, and use) bound glossary. Project assessed by grading rubric.</p> <p>DSN 223- Students synthesize and create a textile identification (woven structure and identification) bound glossary, utilizing procured textile samples. Project assessed by grading rubric.</p> <p>DSNF 355 – Students critically evaluate men's and women's fashion from key cultures and time periods (ancient world to 1900) requires critical analysis involving comparisons of fashion between diverse cultures and/or time periods, including the similarities and differences in processes and products through team presentations; presentations assessed by grading rubric.</p> <p>DSNF 355 – Students critically evaluate men's and women's fashion from key cultures and time periods (ancient world to 1900) requires critical analysis involving comparisons of fashion between diverse cultures and/or time periods, including the similarities and differences in processes and products through examination.</p> <p>DSNI 355- Students critically evaluate forms of human expression through written response, assessed by grading rubric. Example: Worksheets include student responses to questions posed in which they critically evaluate the stylistic properties of various architectural and interior design styles and movements.</p> <p>DSNI 355 - Students critically synthesize forms of human expression through assignments, assessed by grading rubrics. Example: Student provide definitions and images of terminology related to motifs that characterize various stylistic movements.</p>
<p>Additional information for REAL Council consideration:</p> <p><b>Highly Competent</b> A student scores at least at 90% on the exam, assignment, or grading rubric.</p> <p><b>Competent</b> A student scores between 70% and 89% on the exam, assignment, or grading rubric.</p> <p><b>Below Competent</b> A student scores less than 69% on the exam, assignment, or grading rubric.</p>	

## CULTURAL OR BEHAVIORAL ANALYSIS

<p><b>A Area:</b>  Course Prefix: DSN  Course Number: 173  Course Title: Design Psychology  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Projected student enrollment  per academic year: 60-100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.    Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)    Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other    Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if  not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: DSNF  Course Number: 350  Course Title: History of Fashion  Design I  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Projected student enrollment  per academic year: 60-80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.    Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)    Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other    Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if  not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: DSN  Course Number: 350  Course Title: History of Interior  Design I    Credit Hours:  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Projected student enrollment  per academic year: 40-50</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.    Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)    Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other    Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if  not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: DSN  Course Number: 402  Course Title: Global Design  Studio    Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Projected student enrollment  per academic year: 30-40</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.    Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)    Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other    Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if  not offered in dept/school:</p>
<p><b>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: DSN 173</b></p>	

**A Area:**

Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).

<p>Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:</p> <p>DSNI 173- Students describe behaviors through examination. Example: Students answer questions related to how the elements and principles of design can evoke certain behaviors.</p> <p>DSNI 173- 1. Students describe environments through examination. Example: Students answer questions related to perceptual organization of the environment as defined by Gestalt principles.</p> <p>DSNF 350 – Students describe the socio-cultural processes that contribute to fashion change and specific features of fashionable dress for each decade from 1900 to the present through journals, assessed by grading rubric.</p> <p>DSNF 350 – Students describe the socio-cultural processes that contribute to fashion change and specific features of fashionable dress for each decade from 1900 to the present through examination.</p> <p>DSNI 350 - Students describe the relationship of the interior_environment to the architecture and interior design of various_cultures_from the Ancient World to the Victorian Period through examination. Example: Exams include questions which support defining culture such as religious beliefs, political structure, and indigenous resources.</p> <p>DSNI 350 - Students <u>describe</u> the <u>social institutions</u> influencing the design of architecture and interior design of various civilizations from Ancient Egypt to the Victorian Period through examination. Example: Exams include questions relating to political and familial structures which influence design.</p> <p>DSN 402 – Students describe the culture and behavior of the human milieu including physical and socio-cultural environments through examination essay questions.</p> <p>DSN 402 – Students describe the culture and behavior of the human milieu including physical and socio-cultural environments through team case study projects, which are assessed by grading rubrics. Example: This information is summarized on posters and in oral presentations that consider stakeholders and offer solutions to a global problem.</p>
<p>Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:</p> <p>DSNI 173- Students analyze interactions of behaviors through examination. Example: Students answer questions related to color and emotions.</p> <p>DSNI 173- . Students analyze interactions of environments through a wayfinding assignment assessed by grading rubric. Example: Students produce a mental map noted with environmental elements of paths, nodes, edges, districts, and landmarks (<i>Lynch Image of the City</i>).</p> <p>DSNF 350 – Students analyze the social-cultural processes that contributed to fashion change and specific features of fashionable dress for each time period, 1900 to the present, and then compare these aspects of each decade to key socio-cultural processes and institutions the inform fashion, and the key aspects of fashionable dress as these exist in contemporary contexts through journals, assessed by grading rubric.</p>

DSNF 350 – Students analyze the social-cultural processes that contributed to fashion change and specific features of fashionable dress for each time period, 1900 to the present, and then compare these aspects of each decade to key socio-cultural processes and institutions that inform fashion, and the key aspects of fashionable dress as these exist in contemporary contexts through examination.

DSNI 350-Students analyze the interactions of interior environments related to specific historical design styles, from the ancient world to the Victorian period, through assignments, assessed by grading rubrics. Example: For the movie analysis project, students analyze a film placed within a specific time period and report on the accuracy of the portrayal of the design style based on historical architecture, interior design, and furnishings included on the set.

DSNI 350-Students analyze the interactions of cultures related to historical design styles, from the ancient world to the Victorian period, through assignments, assessed by grading rubrics. Example: Students select a design motif from an ancient culture and abstract that motif into a contemporary design for an area rug.

DSN 402 - Students analyze culture and behavior to make comparisons between their own physical and socio-cultural environments and that of diverse populations, through examination essay questions.

DSN 402 - Students analyze culture and behavior to make comparisons between their own physical and socio-cultural environments and that of diverse populations to determine the most salient aspects of the human milieu for groups under consideration, through team case study projects, which are assessed by grading rubrics. . Example: This information is summarized on posters and in oral presentations that consider stakeholders and offer solutions to a global problem.

Additional information for REAL Council consideration:

**Highly Competent**

A student scores at least at 90% on the exam, assignment, or grading rubric.

**Competent**

A student scores between 70% and 89% on the exam, assignment, or grading rubric.

**Below Competent**

A student scores less than 69% on the exam, assignment, or grading rubric.

## APPLIED LEARNING

<p><b>L Area:</b>  Course Prefix: DSN  Course Number: 143  Course Title: Business of Design  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 100-120</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSN  Course Number: 220  Course Title: Media Presentation  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 75-80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSN  Course Number: 340  Course Title: Pre-internship Seminar  Credit Hours: 1  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 60-80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSNI  Course Number: 341  Course Title: Internship  Credit Hours: 2  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 20-35</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSNF  Course Number: 341  Course Title: Internship  Credit Hours: 2  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 12</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSNM  Course Number: 341</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p>

Course Title: Internship Credit Hours: New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Projected student enrollment per academic year: 15	Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other  Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
L Area: Course Prefix: DSNP Course Number: 341 Course Title: Internship Credit Hours: New course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No  Projected student enrollment per academic year: 15-20	Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.  Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other  Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
L Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)	

L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.	
Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.	Description of learning outcome assessment plan: <p><b>DSN 143 - Students apply acquired knowledge of career opportunities, discussed in lecture to develop a professional identity. Through a written paper, students identify select career opportunities in their chosen design field, including salary, requirements, and job availabilities; assessed by grading rubric.</b></p> <p><b>DSN 143 - Students address acquired knowledge and skills necessary to develop a professional identity in the Design field through a written career paper; assessed by grading rubric. Example: Paper requires students to locate a suitable company for employment, research the company, and develop questions that could be asked during a possible interview.</b></p> <p><b>DSN 220 - Students show the application of software properties (features and controls) through demonstrated developed of professional skills and knowledge applied to a project; assessed by grading rubric.</b></p> <p><b>DSN 220- Project Rubric Measure</b>          Students show the application of a software's appropriate fit for specific professional use as demonstrated in final professional practice project; assessed by grading rubric.</p> <p><b>DSN 340 – Students apply acquired knowledge and skills to develop a professional letterhead in which to use for correspondence with professionals and potential employers; assessed by grading rubric.</b></p> <p><b>DSN 340- Students apply acquired knowledge and skills to develop a professional resume to use to apply for an internship; assessed by grading rubric.</b></p> <p><b>DSNI, DSNM, DSNF, DSNP 341- Students apply acquired knowledge and skills to develop a professional preparedness through interviewing; assessed by employer rubric evaluations to identify areas of strength and improvement.</b></p>

	<p>DSNI, DSNM, DSNF, DSNP 341- Students apply acquired knowledge and skills to develop time management skills for professional practice through completing time sheets and daily and weekly logs; assessed by grading rubric.</p>
<p>Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.</p>	<p>Description of learning outcome assessment plan:</p> <p>DSNI 143 - Students critically reflect on their learning and abilities within a professional context through the written guest speaker reflection paper; assessed by grading rubric. Example: Students address how they can use the information and experiences the guest speaker shared in their classes in school, in their everyday lives, or in a future job or career.</p> <p>DSNI 143 - Students critically reflect on course content related to the professional contexts of their chosen major and intended career/business field through a written paper; assessed by grading rubric.</p> <p>DSN 220 - Students critically reflect on their learned software techniques and their use of features and controls as demonstrated in final project; assessed by grading rubrics.</p> <p>DSN 220 - Students evaluate themselves through an end of course self-evaluation questionnaire, critically reflecting on software abilities, personal growth and project development; assessed by a grading rubric.</p> <p>DSN 340- Students critically reflect to complete a personal and professional inventory assessment addressing strengths and weaknesses; assessed by grading rubric.</p> <p>DSN 340- Students critically reflect on their personal and professional inventory assessment to develop goals for improvement; assessed by grading rubric.</p> <p>DSNI, DSNM, DSNF, DSNP 341- Students critically reflect on their internship learning experience as it relates to professional contexts of their chosen major and intended career/business field through written reflection paper after completing the required minimum internship hours; assessed by grading rubric.</p> <p>DSNI, DSNM, DSNF, DSNP 341- Student critically reflect their internship learning experience as it relates to professional contexts of their chosen major and intended career/business field through an oral presentation after completing the required minimum internship hours; assessed by grading rubric.</p>
<p>Additional information for REAL Council consideration:</p> <p><b>Highly Competent</b> A student scores at least at 90% on the exam, assignment, or grading rubric.</p> <p><b>Competent</b> A student scores between 70% and 89% on the exam, assignment, or grading rubric.</p> <p><b>Below Competent</b> A student scores less than 69% on the exam, assignment, or grading rubric.</p>	



Are existing material resources adequate to support this program alignment proposal?

Yes  No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes  No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes  No If not, what additional human resources would be needed?

Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature: <i>Heylee</i>	Date: 3-24-2020
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date:

# REAL Curriculum Program Alignment Proposal

Department or School: Department of Design

Date: 3/14/2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: B.S. in Design (Fashion Merchandising and Design Management)


REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Department of Design / Holly Cline hcline@radford.edu

BS/BA Requirements: BS requirements are 6 credits of MKTG

- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
- A single minor or certificate degree program may fulfill no more than two REAL areas.
- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.
- Please save this file for submission as PROGRAM NAME\_ProgramType.docx (Example: Criminal Justice\_BS.docx)

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature		Date: 3-24-2020
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**Official Program Description:**

Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: <https://catalog.radford.edu/>

**Holly L. Cline, Chairperson**

<http://id-f.asp.radford.edu/>

## Undergraduate Program

The undergraduate degree concentrations in the Department of Design prepare students for careers as professional designers in fashion design and interior design; for careers in the merchandising of fashion and interior products; for careers in design management; and for a wide variety of related occupations in the fashion and interiors industries. In preparing students for success in these exciting fields within the world of design, the department provides “hands on” experiences that enhance creativity and aesthetic sensibilities, while developing decision-making and creative problem solving skills for accommodating all functional, technical, legal, and business concerns within a design solution. The curriculum integrates analytical and technological skills, and promotes the development of communication and team building skills at all levels, essential for success in all design fields. Course work prepares students to meet current professional standards. Internships enable students to apply acquired skills in a variety of professional environments, including fashion design studios, architectural and/or interior design firms, dealerships, retail establishments, trade organizations, art firms and manufacturing firms. The department seeks to promote excellence and ensure the competency of each graduate by imposing rigorous assessment measurements throughout the program and at every academic level.

### Design - Fashion Design Interior Design Fashion Merchandising, & Design Management

Students must maintain an overall cumulative GPA of 2.0 across all courses taken at RU. Additionally, students must maintain a 2.5 or higher cumulative in-major (DSN, DSNF, DSNI, and DSNM courses) GPA in order to proceed to the following academic year and to graduate. Students must also pass department-wide Student Outcomes Assessment processes. These performance measures include: Basic Skills Assessment to proceed from first to second year [a “C” or better is required for all 100 level DSN, DSNF, DSNI, and DSNM courses]; Design/Merchandising Skills Portfolio Review to proceed from second to third year; Career Preparation and Professional Skills Review to proceed to internship, and Internship Review to proceed to fourth year; and a Capstone Activity to proceed to graduation.

The Department of Design requires laptops for all students.

The Department of Design offers:

A Bachelor of Fine Arts degree with a concentration in Interior Design or Fashion Design

A Bachelor of Science degree with a concentration in Fashion Merchandising or Design Management.

The department also offers a minor in Design Appreciation.

All education is within the framework of a liberal arts education.

### Honors Program

The Department of Design offers a departmental honors program. For a general description of the Honors College at Radford University, click [here](#).

For specific requirements of this department’s program, contact the department chairperson or the director of the Honors Program.

### Transfer Students

Students wishing to transfer into the design program must indicate this major preference on the application for admission. Following acceptance into Radford University all transfer students applying for admission to the Department Design, must submit a Transfer Student Portfolio Admissions Form and an ID&F Course Equivalency Form.

## Outcomes Assessment Requirements

The department seeks to promote excellence and ensure the competency of each graduate by imposing routine progress requirements. Students must also pass department-wide Student Outcomes Assessment processes. All assessments have a minimum GPA requirements of 2.5 in major and 2.0 for the university. All discipline specific requirements must be met. **These assessments are completed outside the classroom environment.** The overall purpose of the Outcomes Assessment processes is to promote a high standard of excellence throughout the design major. These performance measures include:

Basic Skills Assessment to proceed to second year: The first year sequencing of design courses include: an introduction to design, two-dimensional and three-dimensional design fundamentals including design process and theory, business of design, and design psychology;

Design/Merchandising Skills/Portfolio Review to proceed to third year; The Design/Merchandising Skills/ Portfolio Review process in the second year is the primary stopgap for continuation in the design program. This second year review assesses a student's potential for success in upper-division courses. It should be noted that this evaluation is performance based and reflects the students' ability to use the design process, basic skills, and design/merchandising skills to successfully complete a range of design problems. Portfolio Review is an independent assessment based upon student outcomes. Review process results determine official entry to the upper level course offerings in Interior Design, Fashion Design, and Merchandising for Design. Failure to meet these standards will result in non-compliance of Second Year Review Requirements. Students not passing this review may choose to repeat the necessary courses or assessments the following year in order to repeat the review process. Students not passing this review may also choose to change their degree option to Design Management or Design Culture with a 2.25 GPA in the major (all DSN, DSNF, DSNI, or DSNM courses). The majority of the lower-level courses within the department are skill building courses and a portion of the final grade includes design process, discovery/information gathering, evaluation, critical thinking and progress. While these are valuable developmental assessments, they are not factored into the second year review. The second year review is an outcome- driven assessment only. The department recognizes the fact that high grades in the first two years of design coursework is not a full measure of how well a student will perform in the second year Design/Merchandising Skills/ Portfolio Review process.

Career Preparation and Professional Skills Review to proceed with internship; All students in the major are required to take a pre-internship seminar class. This seminar class is a self-directed course that prepares students for their summer internship experience. This course prepares students to locate, obtain, and prepare for a summer internship opportunity. Students must pass this class and obtain the minimum GPA (noted above) to proceed to internship;

Internship Review to proceed to fourth year; All design majors are required to successfully complete a specified number internship/training hours and complete all requirements of the internship syllabi and internship site requirements/contracts during the summer after their third year of study prior to proceeding to their fourth year of classes. Students not passing this review will not be allowed to move forward in the design program and may choose to repeat the internship class the following summer session;

Capstone Activity to proceed to graduation. Students must obtain a C in their final capstone course or activity.

## Academic Programs

[Design, B.F.A.](#)

[Design, B.S.](#)

[Design Appreciation Minor](#)

## Fashion Design Concentration

B.S. Degree (120 credits)

The Fashion Merchandising Concentration provides a comprehensive education and prepares students for employment in management, retailing, merchandising and auxiliary fashion and interiors industries.

## Interior Design Concentration

B.S. Degree (120 credits)

The Design Management concentration provides a combination of design and business fundamentals. This degree track prepares students for management positions in design related industries. Students learn to facilitate, create, and maintain collaborative relationships among designers, clients, and administrators. Their contribution is an essential factor in the success of their organizations in business, design firms, project management, or industry related organizations. Mandatory minors in entrepreneurship and management are embedded into this curriculum.

## Fashion Merchandising

B.S. Degree (120 credits)

The Fashion Merchandising Concentration provides a comprehensive education and prepares students for employment in management, retailing, merchandising and auxiliary fashion and interiors industries.

Students learn to identify, research, and creatively problem solve through a sequential series of courses that develop knowledge, skills, and creativity. Students will combine this concentration with courses in marketing. Radford University is accredited by National Association of Schools of Art and [Design](#) (NASAD).

### Core Curriculum Requirements (30-36 credits)

All majors are required to take the following courses, and are encouraged to take them as part of their [Core Curriculum](#) requirements.

[ART 215 - Art History Survey: Prehistory to Gothic](#)

[SOCY 110 - Introduction to Sociology](#)

[ECON 105 - Principles of Macroeconomics](#)

[ART 216 - Art History Survey: Renaissance to Contemporary](#)

[PSYC 121 - Introduction to Psychology](#)

### DSN Core (12 credits)

[DSN 100 - \[Design\]\(#\) Fundamentals](#)

[DSN 110 - Introduction to \[Design\]\(#\)](#)

[DSN 143 - Business of \[Design\]\(#\)](#)

[DSN 173 - \[Design\]\(#\) Psychology](#)

[DSN 340 - Pre-Internship Seminar](#)

### DSN [Design](#) Support Courses (8-9 credits)

[DSN 220 - Media Presentation](#)

[DSN 223 - Textiles](#)

[DSN 402 - Global \[Design\]\(#\) Studio](#)

### DSNM Core (41 credits)

[DSNM 107 - Visual Studio](#)

[DSNM 200 - Promotion for \[Design\]\(#\) 2-D](#)

[DSNM 205 - Promotion for Design - 3-D](#)  
[DSNM 247 - Merchandising Mathematics](#)  
[DSNM 300 - Visual Merchandising Studio](#)  
[DSNM 341 - Merchandising Internship](#)  
[DSNM 345 - Buying and Procurement for Design](#)  
[DSNM 403 - Senior Showcase and Portfolio](#)  
[DSNM 440 - Design Products and Services](#)  
[DSNM 442 - Economics of Design](#)  
[DSNM 445 - Forecasting for Design](#)  
[DSNF 350 - History of Fashion Design I](#)  
[DSNI 355 - History of Interiors II](#)  
[MKTG 340 - Principles of Marketing](#)

## B.S. Degree Requirements (6 credits)

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Six credit hours of courses at the 300-level with the MKTG prefix.

## Electives (10/11 credits)

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Students following the Fashion Merchandising Concentration should consult their advisor in selecting electives to complete the 120 semester hours required for graduation”

## Total Credits for B.S. Degree (120)

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## Major Grade Point Average

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The GPA in- major must be 2.5 and is calculated from required courses with a DSN, DSNM, DSNF, or DSNI prefix.

# Design Management Concentration

## B.S. Degree (120 credits)

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The Design Management concentration provides a combination of design and business fundamentals. This degree track prepares students for management positions in design related industries. Students learn to facilitate, create, and maintain collaborative relationships among designers, clients, and administrators. Their contribution is an essential factor in the success of their organizations in business, design firms, project management, or industry related organizations. Mandatory minors in entrepreneurship and management are embedded into this curriculum. Radford University is accredited by National Association of Schools of Art and Design (NASAD).

## Core Curriculum Requirements (30-36 credits)

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All majors are required to take the following courses, and are encouraged to take them as part of their [Core Curriculum](#) requirements.

[ART 215 - Art History Survey: Prehistory to Gothic](#)  
[SOCY 110 - Introduction to Sociology](#)  
[ECON 105 - Principles of Macroeconomics](#)  
[ART 216 - Art History Survey: Renaissance to Contemporary](#)  
[PSYC 121 - Introduction to Psychology](#)

## DSN Design Support Courses (9 credits)

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[DSN 220 - Media Presentation](#)

[DSN 223 - Textiles](#)[DSN 402 - Global Design Studio](#)

## Design Management (34 credits)

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[DSNI 103 - Visual Thinking for Design](#) or[DSNM 107 - Visual Studio](#) or[DSNF 105 - Introductory Studio](#)[DSNI 341 - Interior Design Internship](#)[DSNI 355 - History of Interiors II](#)[DSNI 445 - Professional Practice and Ethics](#)[DSNF 350 - History of Fashion Design I](#)[DSNM 442 - Economics of Design](#)[ENTR 250 - Entrepreneurship and Innovation](#)[MGNT 322 - Organizational Behavior](#)[ENTR 450 - Owning and Managing a Business](#)[ENTR 350 - Managing New Venture Creation](#)[MKTG 340 - Principles of Marketing](#)[MKTG 360 - Professional Selling](#)

## Support Electives (6 credits)

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Choose from:

[ACTG 211 - Fundamentals of Financial Accounting](#)[COMS 114 - Public Speaking](#)[COMS 240 - Teamwork and Communication](#)[COMS 225 - Introduction to Public Relations](#)[COMS 330 - Communication Theory](#)[COMS 235 - Writing for Public Relations](#)[LEAD 110 - Emerging Leadership](#)[DSNF 200 - Sophomore Studio I](#)[DSNI 125 - Technical Drafting](#)[DSNI 200 - Sophomore Studio I](#)[DSNM 200 - Promotion for Design 2-D](#)[DSNM 205 - Promotion for Design - 3-D](#)[SOCY 121 - Understanding Cultures](#)[SOCY 301 - Culture Change and Globalization](#)

## B.S. Required Courses (6 credits)

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Select any two additional MKTG classes to complete the minor in Marketing.

## Electives (9-10 Credits)

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Students following the Design Management concentration should consult their adviser in selecting electives to complete the 120 semester hours required for graduation.

## Total Credits for B.S. Degree (120)

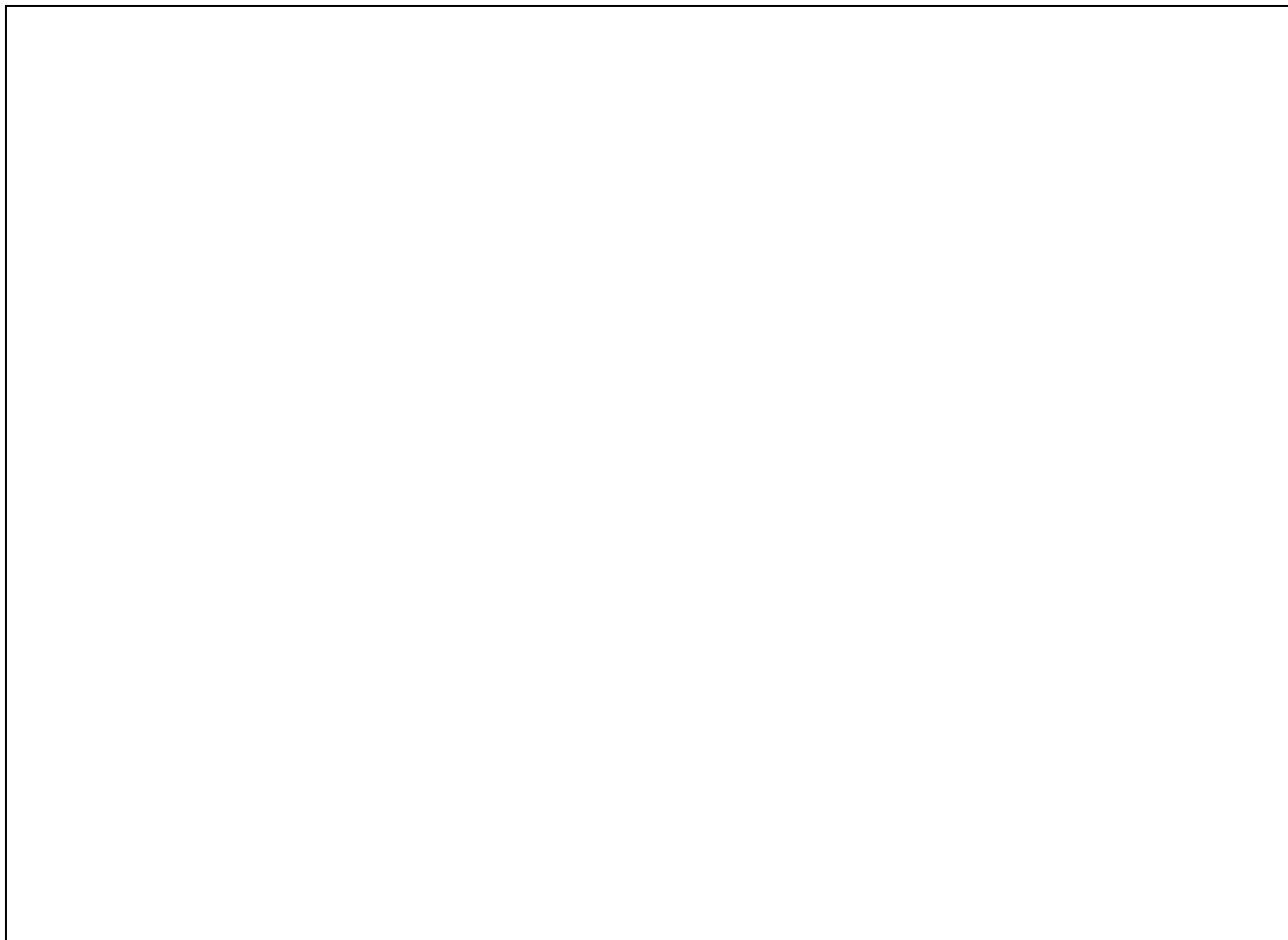
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## Major Grade Point Average

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The GPA in- major is 2.5 and is calculated from required courses with a DSN, DSNM, DSNF, or DSNI prefix.

01/14/2020





## HUMANISTIC OR ARTISTIC EXPRESSION

<p><b>E Area:</b>  Course Prefix: DSN  Course Number: 100  Course Title: Design  Fundamentals  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 80-100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>E Area:</b>  Course Prefix: DSN  Course Number: 110  Course Title: Introduction to  Design  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 100-120</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>E Area:</b>  Course Prefix: DSN  Course Number: 223  Course Title: Textiles  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 60-100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>E Area:</b>  Course Prefix: DSNF  Course Number: 355  Course Title: History of Fashion  Design II  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 60-80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>E Area:</b>  Course Prefix: DSNI  Course Number: 355  Course Title: History of Interior  Design II  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment  per academic year: 40-50</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>

E Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: DSN 100, DSN 110, DSN 223, DSNF 355, DSNI 355

E Area:

Learning Goal: To explore humanistic or artistic expression through inquiry or creativity.

Learning Outcome 1:

Students demonstrate understanding of diverse ideas, languages, products, or processes of humanistic inquiry or artistic expression.

Description of learning outcome assessment plan:

DSN 100- Students demonstrate an understanding of the Elements and Principles of Design terminology through module quizzes.

DSN 100- Students demonstrate an understanding of the iterative design process through a concept to completion process packet of their final design project; project grading rubrics assess the process to project outcome.

DSN 110- Students demonstrate an understanding of Design through artistic expression as shown through the ABSee Project; projects assessed by a grading rubric.

DSN 110- Students demonstrate an understanding of the language used in Design, specifically the Elements and Principles of Design, through the vocabulary matching questions on the final exam.

DSN 223- Students demonstrate an understanding of textile fibers (product origins, processing methods, and use) through examination.

DSN 223- Students demonstrate an understanding of textile terminologies (woven structure and identification) through examination.

DSNF 355 – Students demonstrate an understanding of the connection between the socio-cultural, political, technological, and economic processes on the physical and symbolic properties of the product, fashionable dress (ancient world to 1900) through presentations; presentations assessed by a grading rubric.

DSNF 355 – Students demonstrate an understanding of men’s and women’s fashion from cultures and/or time periods (ancient world to 1900) through exam questions

DSNI 355- Students demonstrate understanding of diverse artistic expression through examination or assignment. Example: Exams include identification of diverse stylistic architectural and interior design movements from the Industrial Revolution to the present day.

DSNI 355 - Students demonstrate understanding of diverse ideas through examination or assignment. Example: Worksheets produced include summaries of the philosophy behind various architectural and interior design movements.

Learning Outcome 2: Students critically evaluate, synthesize, or create forms of human expression or inquiry.

Description of learning outcome assessment plan:

DSN 100- Students create 2-D and 3-D works of artistic expression using the elements and principles of design; project assessed by a grading rubric.

	<p>DSN 100 - Students critically evaluate themselves through an end of course self-evaluation progress questionnaire addressing personal growth in design project development. A scoring rubric assess student's critical self-evaluation.</p> <p>DSN 110- Students will create videos as a form of human expression through the word Video Challenge; project assessed by a grading rubric. DSN 110- Students create a short video to demonstrate an assigned Element or Principle of Design to the viewer.</p> <p>DSN 223- Students synthesize and create a textile fiber (product origins, processing methods, and use) bound glossary. Project assessed by grading rubric.</p> <p>DSN 223- Students synthesize and create a textile identification (woven structure and identification) bound glossary, utilizing procured textile samples. Project assessed by grading rubric.</p> <p>DSNF 355 – Students critically evaluate men's and women's fashion from key cultures and time periods (ancient world to 1900) requires critical analysis involving comparisons of fashion between diverse cultures and/or time periods, including the similarities and differences in processes and products through team presentations; presentations assessed by grading rubric.</p> <p>DSNF 355 – Students critically evaluate men's and women's fashion from key cultures and time periods (ancient world to 1900) requires critical analysis involving comparisons of fashion between diverse cultures and/or time periods, including the similarities and differences in processes and products through examination.</p> <p>DSNI 355- Students critically evaluate forms of human expression through written response, assessed by grading rubric. Example: Worksheets include student responses to questions posed in which they critically evaluate the stylistic properties of various architectural and interior design styles and movements.</p> <p>DSNI 355 - Students critically synthesize forms of human expression through assignments, assessed by grading rubrics. Example: Student provide definitions and images of terminology related to motifs that characterize various stylistic movements.</p>
<p>Additional information for REAL Council consideration:</p> <p><b>Highly Competent</b> A student scores at least at 90% on the exam, assignment, or grading rubric.</p> <p><b>Competent</b> A student scores between 70% and 89% on the exam, assignment, or grading rubric.</p> <p><b>Below Competent</b> A student scores less than 69% on the exam, assignment, or grading rubric.</p>	

## CULTURAL OR BEHAVIORAL ANALYSIS

<p><b>A Area:</b>  Course Prefix: DSN  Course Number: 173  Course Title: Design Psychology  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Projected student enrollment  per academic year: 60-100</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.    Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)    Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other    Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if  not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: DSNF  Course Number: 350  Course Title: History of Fashion  Design I  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Projected student enrollment  per academic year: 60-80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.    Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)    Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other    Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if  not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: DSN  Course Number: 350  Course Title: History of Interior  Design I    Credit Hours:  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Projected student enrollment  per academic year: 40-50</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.    Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)    Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other    Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if  not offered in dept/school:</p>
<p><b>A Area:</b>  Course Prefix: DSN  Course Number: 402  Course Title: Global Design  Studio    Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    Projected student enrollment  per academic year: 30-40</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.    Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)    Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other    Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if  not offered in dept/school:</p>
<p><b>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: DSN 173</b></p>	

**A Area:**

Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).

<p>Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:</p> <p>DSNI 173- Students describe behaviors through examination. Example: Students answer questions related to how the elements and principles of design can evoke certain behaviors.</p> <p>DSNI 173- 1. Students describe environments through examination. Example: Students answer questions related to perceptual organization of the environment as defined by Gestalt principles.</p> <p>DSNF 350 – Students describe the socio-cultural processes that contribute to fashion change and specific features of fashionable dress for each decade from 1900 to the present through journals, assessed by grading rubric.</p> <p>DSNF 350 – Students describe the socio-cultural processes that contribute to fashion change and specific features of fashionable dress for each decade from 1900 to the present through examination.</p> <p>DSNI 350 - Students describe the relationship of the interior_environment to the architecture and interior design of various_cultures_from the Ancient World to the Victorian Period through examination. Example: Exams include questions which support defining culture such as religious beliefs, political structure, and indigenous resources.</p> <p>DSNI 350 - Students <u>describe</u> the <u>social institutions</u> influencing the design of architecture and interior design of various civilizations from Ancient Egypt to the Victorian Period through examination. Example: Exams include questions relating to political and familial structures which influence design.</p> <p>DSN 402 – Students describe the culture and behavior of the human milieu including physical and socio-cultural environments through examination essay questions.</p> <p>DSN 402 – Students describe the culture and behavior of the human milieu including physical and socio-cultural environments through team case study projects, which are assessed by grading rubrics. Example: This information is summarized on posters and in oral presentations that consider stakeholders and offer solutions to a global problem.</p>
<p>Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:</p> <p>DSNI 173- Students analyze interactions of behaviors through examination. Example: Students answer questions related to color and emotions.</p> <p>DSNI 173- . Students analyze interactions of environments through a wayfinding assignment assessed by grading rubric. Example: Students produce a mental map noted with environmental elements of paths, nodes, edges, districts, and landmarks (<i>Lynch Image of the City</i>).</p> <p>DSNF 350 – Students analyze the social-cultural processes that contributed to fashion change and specific features of fashionable dress for each time period, 1900 to the present, and then compare these aspects of each decade to key socio-cultural processes and institutions the inform fashion, and the key aspects of fashionable dress as these exist in contemporary contexts through journals, assessed by grading rubric.</p>

DSNF 350 – Students analyze the social-cultural processes that contributed to fashion change and specific features of fashionable dress for each time period, 1900 to the present, and then compare these aspects of each decade to key socio-cultural processes and institutions that inform fashion, and the key aspects of fashionable dress as these exist in contemporary contexts through examination.

DSNI 350-Students analyze the interactions of interior environments related to specific historical design styles, from the ancient world to the Victorian period, through assignments, assessed by grading rubrics. Example: For the movie analysis project, students analyze a film placed within a specific time period and report on the accuracy of the portrayal of the design style based on historical architecture, interior design, and furnishings included on the set.

DSNI 350-Students analyze the interactions of cultures related to historical design styles, from the ancient world to the Victorian period, through assignments, assessed by grading rubrics. Example: Students select a design motif from an ancient culture and abstract that motif into a contemporary design for an area rug.

DSN 402 - Students analyze culture and behavior to make comparisons between their own physical and socio-cultural environments and that of diverse populations, through examination essay questions.

DSN 402 - Students analyze culture and behavior to make comparisons between their own physical and socio-cultural environments and that of diverse populations to determine the most salient aspects of the human milieu for groups under consideration, through team case study projects, which are assessed by grading rubrics. . Example: This information is summarized on posters and in oral presentations that consider stakeholders and offer solutions to a global problem.

Additional information for REAL Council consideration:

**Highly Competent**

A student scores at least at 90% on the exam, assignment, or grading rubric.

**Competent**

A student scores between 70% and 89% on the exam, assignment, or grading rubric.

**Below Competent**

A student scores less than 69% on the exam, assignment, or grading rubric.

## APPLIED LEARNING

<p><b>L Area:</b>  Course Prefix: DSN  Course Number: 143  Course Title: Business of Design  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 100-120</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSN  Course Number: 220  Course Title: Media Presentation  Credit Hours: 3  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 75-80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSN  Course Number: 340  Course Title: Pre-internship Seminar  Credit Hours: 1  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 60-80</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSNI  Course Number: 341  Course Title: Internship  Credit Hours: 2  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 20-35</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSNF  Course Number: 341  Course Title: Internship  Credit Hours: 2  New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 12</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year  <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p><b>L Area:</b>  Course Prefix: DSNM  Course Number: 341</p>	<p>Is this course required or an elective for your degree program? <input type="checkbox"/> Required <input type="checkbox"/> Elective  Is this course offered within your dept/school? <input type="checkbox"/> Yes <input type="checkbox"/> No  If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p>

Course Title: Internship Credit Hours: New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Projected student enrollment per academic year: 15	Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)  Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other  Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
L Area: Course Prefix: DSNP Course Number: 341 Course Title: Internship Credit Hours: New course: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input type="checkbox"/> No  Projected student enrollment per academic year: 15-20	Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.  Course Rotation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)  Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other  Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
L Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)	

L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.	
Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.	Description of learning outcome assessment plan: <p><b>DSN 143 - Students apply acquired knowledge of career opportunities, discussed in lecture to develop a professional identity. Through a written paper, students identify select career opportunities in their chosen design field, including salary, requirements, and job availabilities; assessed by grading rubric.</b></p> <p><b>DSN 143 - Students address acquired knowledge and skills necessary to develop a professional identity in the Design field through a written career paper; assessed by grading rubric. Example: Paper requires students to locate a suitable company for employment, research the company, and develop questions that could be asked during a possible interview.</b></p> <p><b>DSN 220 - Students show the application of software properties (features and controls) through demonstrated developed of professional skills and knowledge applied to a project; assessed by grading rubric.</b></p> <p><b>DSN 220- Project Rubric Measure</b>          Students show the application of a software's appropriate fit for specific professional use as demonstrated in final professional practice project; assessed by grading rubric.</p> <p><b>DSN 340 – Students apply acquired knowledge and skills to develop a professional letterhead in which to use for correspondence with professionals and potential employers; assessed by grading rubric.</b></p> <p><b>DSN 340- Students apply acquired knowledge and skills to develop a professional resume to use to apply for an internship; assessed by grading rubric.</b></p> <p><b>DSNI, DSNM, DSNF, DSNP 341- Students apply acquired knowledge and skills to develop a professional preparedness through interviewing; assessed by employer rubric evaluations to identify areas of strength and improvement.</b></p>



	<p>DSNI, DSNM, DSNF, DSNP 341- Students apply acquired knowledge and skills to develop time management skills for professional practice through completing time sheets and daily and weekly logs; assessed by grading rubric.</p>
<p>Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.</p>	<p>Description of learning outcome assessment plan:</p> <p>DSNI 143 - Students critically reflect on their learning and abilities within a professional context through the written guest speaker reflection paper; assessed by grading rubric. Example: Students address how they can use the information and experiences the guest speaker shared in their classes in school, in their everyday lives, or in a future job or career.</p> <p>DSNI 143 - Students critically reflect on course content related to the professional contexts of their chosen major and intended career/business field through a written paper; assessed by grading rubric.</p> <p>DSN 220 - Students critically reflect on their learned software techniques and their use of features and controls as demonstrated in final project; assessed by grading rubrics.</p> <p>DSN 220 - Students evaluate themselves through an end of course self-evaluation questionnaire, critically reflecting on software abilities, personal growth and project development; assessed by a grading rubric.</p> <p>DSN 340- Students critically reflect to complete a personal and professional inventory assessment addressing strengths and weaknesses; assessed by grading rubric.</p> <p>DSN 340- Students critically reflect on their personal and professional inventory assessment to develop goals for improvement; assessed by grading rubric.</p> <p>DSNI, DSNM, DSNF, DSNP 341- Students critically reflect on their internship learning experience as it relates to professional contexts of their chosen major and intended career/business field through written reflection paper after completing the required minimum internship hours; assessed by grading rubric.</p> <p>DSNI, DSNM, DSNF, DSNP 341- Student critically reflect their internship learning experience as it relates to professional contexts of their chosen major and intended career/business field through an oral presentation after completing the required minimum internship hours; assessed by grading rubric.</p>
<p>Additional information for REAL Council consideration:</p> <p><b>Highly Competent</b> A student scores at least at 90% on the exam, assignment, or grading rubric.</p> <p><b>Competent</b> A student scores between 70% and 89% on the exam, assignment, or grading rubric.</p> <p><b>Below Competent</b> A student scores less than 69% on the exam, assignment, or grading rubric.</p>	

Are existing material resources adequate to support this program alignment proposal?

Yes  No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes  No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes  No If not, what additional human resources would be needed?

Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature: <i>Hegell</i>	Date: 3-24-2020
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date: