

REAL Curriculum Program Alignment Proposal

Department or School: Department of Design

Date: 3/14/2020

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

Program: Design Studies in Applied Design and Culture minor – AL minor


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: _____

- 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/>

AL Minor

Combines the Design Studies Minor in Cultural and Environmental Analysis with the Design Studies Minor in Professional Practice

Design Studies Minor in Cultural and Environmental Analysis provides a study of design from analyzing human interactions within their environment. Exploring and analyzing how design informs human interactions, cultures environments.

Design Studies Minor in Professional Practice provides students the opportunity to prepare and identify career opportunities within the design profession or an allied field. Student apply knowledge acquired within the field and professional interactions to reflect on their experiences in practicing design a global market and understanding the elements of business practices.

Learning experiences within the minor include, professional resume and cover letter preparation, applying active listening skills an interviewing techniques, producing clear objectives and goals to inform their professional career path, an identify career opportunities within the design fashion/interiors profession an/or allied professions. In addition, students will learn how to leverage your professional skills within the context of community service work.

Students will take 9 credits from each category (with at least 3 credits at the 300 level or above). A total of 18 credits is needed for the EL Minor

The Department of Design will create a new Design Studies in Applied Design and Culture minor at Radford University, designed to address the growing need for students to apply their knowledge in a professional setting and to understand and analyze how behaviors, beliefs, cultures and environments affect how people think and act. This minor combines two minors in design to provide students with a more holistic view of design and its importance in the world.

Required Core**Classes (18-credits):**

DSN 143 Business of Design (3 credits)

DSN 173 Design Psychology (3 credits)

DSN 220 Media Presentations (3 credits)

DSN 340 Pre-Internship Seminar (1 credit)

DSNP 341 Design Management Internship (2 credits)

DSNF 350 or DSNI 350 History of Fashion I or History of Interior Design I (3 credits)

DSN 402 Global Design Studio (3 credits)

Student cannot receive a BS or BFA in Design Major and any additional Minor in Design Studies

Interior Design Concentration

CULTURAL OR BEHAVIORAL ANALYSIS

<p>A Area: 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>A Area: 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>A Area: Course Prefix: DSNI Course Number: 350 Course Title: History of Interior 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: 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>A Area: 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>A 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) DSN 173, DSNF 350, DSNI 350</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>

	<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Additional information for REAL Council consideration:</p> <p>Highly Competent A student scores at least at 90% on the exam, assignment, or grading rubric.</p> <p>Competent A student scores between 70% and 89% on the exam, assignment, or grading rubric.</p> <p>Below Competent A student scores less than 69% on the exam, assignment, or grading rubric.</p>	

APPLIED LEARNING

<p>L Area: 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 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. 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>L Area: 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 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. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" 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>L Area: 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 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 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>L Area: Course Prefix: DSNP Course Number: 341 Course Title: Internship Credit Hours: 2 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</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 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:</p>
<p>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) DSN 143 and DSN 220</p>	

L Area:
Learning Goal: To explore professional practice through the application of knowledge, skills, and
critical reflection.

<p>Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.</p>	<p>Description of learning outcome assessment plan:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>DSN 220- Project Rubric Measure 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>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.</p> <p>DSN 340- Students apply acquired knowledge and skills to develop a professional resume to use to apply for an internship; assessed by grading rubric.</p> <p>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.</p> <p>DSNP 341- Students apply acquired knowledge and skills to develop time management skills for professional practice though 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>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>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>Highly Competent A student scores at least at 90% on the exam, assignment, or grading rubric.</p> <p>Competent A student scores between 70% and 89% on the exam, assignment, or grading rubric.</p> <p>Below Competent 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: