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: Design Studies in Culture

 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	*Holly Cline*	Date: 3-24-2020

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/

Fashion Design Concentration

Design Studies in Culture Minor

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 an environments.

Students must take 9 credits from DSN, DSNI, & DSNF approved courses (one which must be at the 300 level or above) and can take 6 credits of A approved classes within REAL curriculum offering.

The Department of Design will create a new Design Studies in Culture minor at Radford University, designed to address the growing need for students to understand and analyze how behaviors, beliefs, cultures and environments affect how people think and act. This program provides students introductory design psychology and design thinking. Student will learn how the environment (interior and exterior) affects people at work, home and play. Students will apply design thinking principles to a social problem outside their discipline. In addition, students will learn how to solve problems with an empathic response.

Required Core

Classes (9-credits):

DSN 173 Design Psychology (3 credits)
DSNF 350 or DSNI 350 History or Fashion I or History of Interiors I (3 credits)
DSN 402 Global Design Studio (3 credits)

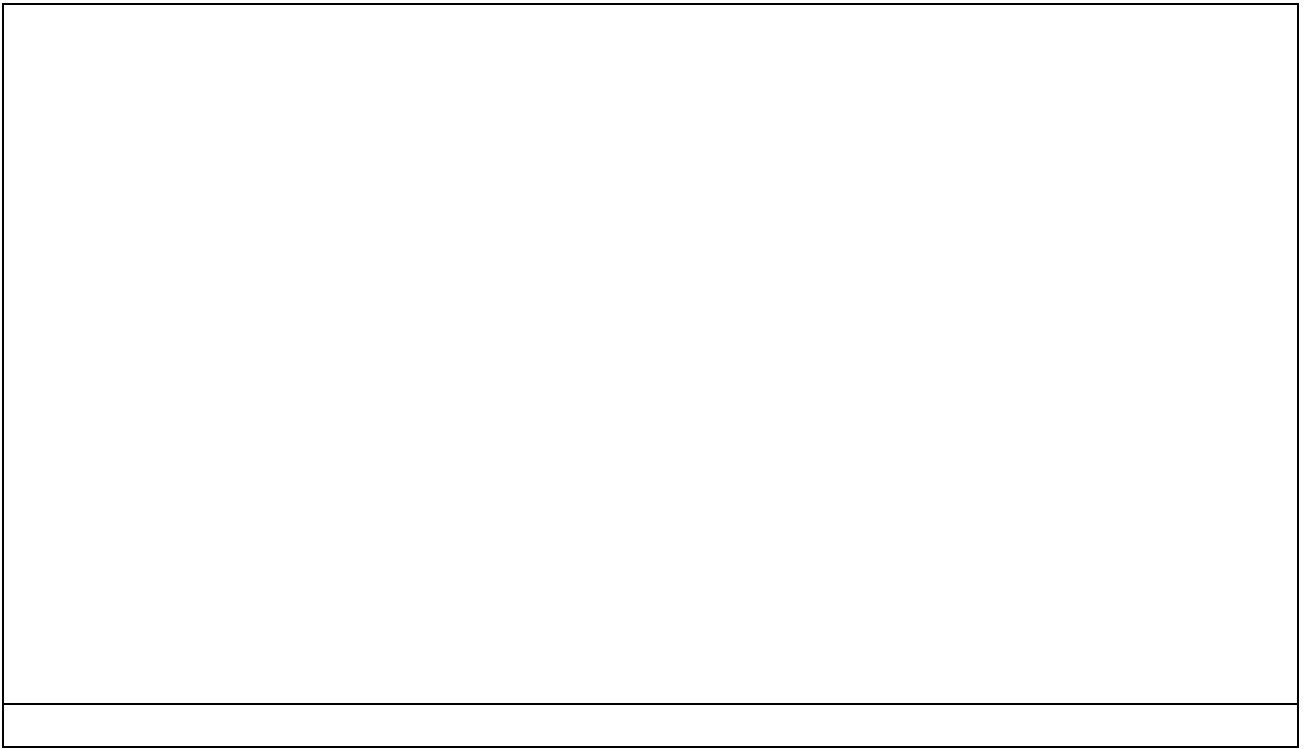**Additional Class Requirement (0-3 credits)**

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

Or ANY A approved course elective (3-6 credits)

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

Interior Design Concentration

CULTURAL OR BEHAVIORAL ANALYSIS

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

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

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

Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.	Description of learning outcome assessment plan: DSNI 173- Students describe behaviors through examination. Example: Students answer questions related to how the elements and principles of design can evoke certain behaviors. DSNI 173- 1. Students describe environments through examination. Example: Students answer questions related to perceptual organization of the environment as defined by Gestalt principles. 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. 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. 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. DSNI 350 - Students describe the social institutions 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. DSN 402 – Students describe the culture and behavior of the human milieu including physical and socio-cultural environments through examination essay questions. 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.
Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.	Description of learning outcome assessment plan: DSNI 173- Students analyze interactions of behaviors through examination. Example: Students answer questions related to color and emotions. 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 (Lynch *Image of the City*). 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.

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 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.

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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?

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Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature: *Heg ell;*	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: