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 Professional Practice 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	*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/

Design Studies Minor L

Design Studies Minor in Professional Practice

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 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.

Design Studies in Professional Practice Minor (15 credits)

Introduction:

The Department of Design will create a new Design Studies in Professional Practice minor at Radford University, designed assist students from other disciplines and majors to discover the professional opportunities for non-majors in the design industry and allied fields.

Design Studies in Professional Practice minor at Radford University is designed to address the growing need for students to apply their knowledge in a professional setting. An internship component is required in order for students to gain "hands-on" experience and acquire real on-the-job learning experiences. Students will reflect and analyze their own strengths and weaknesses within the professional context of their internship experience.

Required Core

Classes (9-credits):

> DSN 143 Business of Design (3 credits)
> DSN 220 Media Presentations (3 credits)
> DSN 340 Pre-Internship Seminar (1 credit)
>
> DSNP 341 Design Management Internship (* new course proposal submitted) (2 credits)

Additional Class Requirement (6 credits)

ANY L approved course electives (6 credits)

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

Interior Design Concentration

APPLIED LEARNING

<table>
<tr>
<td>
L Area:
Course Prefix: DSN
Course Number: 143
Course Title: Business of Design
Credit Hours: 3
New course: ☐ Yes ☒ No
Revised course: ☐ Yes ☒ No

Projected student enrollment per academic year: 100-120
</td>
<td>
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:
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<tr>
<td>
L Area:
Course Prefix: DSN
Course Number: 220
Course Title: Media Presentation
Credit Hours: 3
New course: ☐ Yes ☒ No
Revised course: ☐ Yes ☒ No

Projected student enrollment per academic year: 75-80
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<td>
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:
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<td>
L Area:
Course Prefix: DSN
Course Number: 340
Course Title: Pre-internship Seminar
Credit Hours: 1
New course: ☐ Yes ☒ No
Revised course: ☐ Yes ☒ No

Projected student enrollment per academic year: 60-80
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<td>
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:
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<td>
L Area:
Course Prefix: DSNP
Course Number: 341
Course Title: Internship
Credit Hours:
New course: ☒ Yes ☐ No
Revised course: ☐ Yes ☐ No

Projected student enrollment per academic year: 15-20
</td>
<td>
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:
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<td colspan="2">
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
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L Area:
Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.
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Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.
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Description of learning outcome assessment plan:
DSN 143 - Students apply acquired knowledge of career opportunities, discussed in lecture to develop a professional identity. Through a written paper, students
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	identify select career opportunities in their chosen design field, including salary, requirements, and job availabilities; assessed by grading rubric. 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. 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. **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. 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. DSN 340- Students apply acquired knowledge and skills to develop a professional resume to use to apply for an internship; assessed by grading rubric. 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. 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.
Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.	Description of learning outcome assessment plan: 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. 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. 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. 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. DSN 340- Students critically reflect to complete a personal and professional inventory assessment addressing strengths and weaknesses; assessed by grading rubric.

	DSN 340- Students critically reflect on their personal and professional inventory assessment to develop goals for improvement; assessed by grading rubric. 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. 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.

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.

███

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: *Hey 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: