

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 Design Expression and Culture minor – EA 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
-----------------------	---	-----------------

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/>

EA Minor

Combines the Design Studies Minor in Expression with the Design Studies Minor in Cultural and Environmental Analysis.

The Design Studies Minor in Expression provides a combination of Humanistic and Artist Expression using the elements and principles of Design as the basis of understanding. Students learn to demonstrate an understanding of diverse design perspectives and artistic expression over time. Students critically evaluate and synthesize design products and processes in design related industries. Aesthetics and artistic expression are explored and applied by using the elements and principles of design.

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 and environments.

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 EA Minor

Design Studies in Design Expression and Culture Minor (18 credits)**Introduction:**

The Department of Design will create a new Design Studies in Design Expression and Culture minor at Radford University, to address the growing need for students to understand and analyze how behaviors, beliefs, cultures and environments affect how people think and act. Students will also explore how knowledge of cultural awareness can be applied to a professional setting. 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 (15-credits):**

DSN 110 Introduction to Design (3 credits)

DSN 173 Design Psychology (3 credits)

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

DSNF 355 or DSNI 355 History of Fashion Design I or History of Interior Design I (3 credits)

DSN 402 Global Design Studio (3 credits)

Additional (3 credits – select one course below)

DSN 100 Design Fundamentals (3 credits)

or

DSN 223 Textiles (3 credits)

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

Interior Design Concentration

HUMANISTIC OR ARTISTIC EXPRESSION

<p>E Area: 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 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. 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>E Area: Course Prefix: DSN</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</p>

<p>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>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>E Area: 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>E Area: 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>E Area: Course Prefix: DSN 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: (please list at least one, can also be listed above but does not need to be)
DSN 100, DSN 110, DSN 223, DSN 355, DSNF 355

<p>E Area: Learning Goal: To explore humanistic or artistic expression through inquiry or creativity.</p>	
<p>Learning Outcome 1: Students demonstrate understanding of diverse ideas, languages, products, or processes of humanistic inquiry or artistic expression.</p>	<p>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.</p>

	<p>DSN 110- Students demonstrate an understanding of Design through artistic expression as shown through the ABSee Project; projects assessed by a grading rubric.</p> <p>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.</p> <p>DSN 223- Students demonstrate an understanding of textile fibers (product origins, processing methods, and use) through examination.</p> <p>DSN 223- Students demonstrate an understanding of textile terminologies (woven structure and identification) through examination.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>
<p>Learning Outcome 2: Students critically evaluate, synthesize, or create forms of human expression or inquiry.</p>	<p>Description of learning outcome assessment plan:</p> <p>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> <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.</p> <p>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>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>	

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: 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>

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.

01/14/2020

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: