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OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 11/11/2015

Current Prefix and Number: DES - Design, DES 100 DESIGN IN YOUR WORLD

Other Course:

Proposed Prefix and Number: DES 100

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Arts & Creativity

1. General Information

a. Submitted by the College of: DESIGN

b. Department/Division: College of Design

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Sabrina Brewer

Email: sabrina.brewer@uky.edu

Phone: 8593232747

Responsible Faculty ID (if different from Contact)

Name: Patrick Lee Lucas

Email: patrickleelucas@uky.edu

Phone: 8592574853

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: DESIGN IN YOUR WORLD

Proposed Title: Design in Your World

c. Current Transcript Title: DESIGN IN YOUR WORLD

Proposed Transcript Title: Design in Your World

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Understanding how design unfolds from and informs culture, students garner appreciation for and creatively experiment with the embedded practice of design as a basic human response for inhabitation, work, play, and worship.

Proposed Course Description for Bulletin: Understanding how design unfolds from and informs culture, students garner appreciation for and creatively experiment with the embedded practice of design as a basic human response for inhabitation, work, play, and worship.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: For students in all colleges except for the College of Design

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|HDSAWD|A Whiteside-Dickson|DES 100 CHANGE College Review|20151112

SIGNATURE|JMETT2|Joanie Ett-Mims|DES 100 CHANGE UKCEC Review|20151209

SIGNATURE|WST222|William H Stamps|DES 100 CHANGE UKCEC Expert Review|20151209

SIGNATURE|JMETT2|Joanie Ett-Mims|DES 100 CHANGE Undergrad Council Review|20151216

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate F

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 5793	Arts and Creativity Form Revised.doc
Delete 5980	des100syllabus Revised 12-11-15.docx

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		DES - Design DES 100 DESIGN IN YOUR WORLD	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	DES 100
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exceptior -799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimina or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input checked="" type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a.		Submitted by the College of: DESIGN	Submission Date: 11/11/2015	
b.		Department/Division:	College of Design	
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.*		* Contact Person Name: Sabrina Brewer	Email: sabrina.brewer@uky.edu Phone: 8593232747	
		* Responsible Faculty ID (if different from Contact) Patrick Lee Lucas	Email: patrickleelucas@uky.edu Phone: 8592574853	
f.*		Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR
				Specific Term: 2
2. Designation and Description of Proposed Course.				
a.		Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*if already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed chang not affect DL delivery.				
b.		Full Title: DESIGN IN YOUR WORLD	Proposed Title: *	Design in Your World
c.			Current Transcript Title (if full title is more than 40 characters): DESIGN IN YOUR WORLD	
c.			Proposed Transcript Title (if full title is more than 40 characters): Design in Your World	
d.		Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR
				none

		Currently ³ Cross-listed with (Prefix & Number):
Proposed – ADD ³ Cross-listing (Prefix & Number):		
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):		
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern		
Current:	Lecture 3	Laboratory ⁵
	Clinical	Colloquium
	Seminar	Studio
	Other: _____ Please explain:	
Proposed: *	Lecture 3	Laboratory ⁵
	Clinical	Colloquium
	Seminar	Studio
	Other: _____ Please explain:	
f. Current Grading System:		ABC Letter Grade Scale
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale
g. Current number of credit hours:	3	Proposed number of credit hours:*
		3
h.* Currently, is this course repeatable for additional credit?		<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?		<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:	
If YES:	Will this course allow multiple registrations during the same semester?	
		<input type="radio"/> Yes <input type="radio"/> No
i. Current Course Description for Bulletin:		
Understanding how design unfolds from and informs culture, students garner appreciation for and creatively experiment with the embedded practice of design as a basic human response for inhabitation, work, play, and worship.		
* Proposed Course Description for Bulletin:		
Understanding how design unfolds from and informs culture, students garner appreciation for and creatively experiment with the embedded practice of design as a basic human response for inhabitation, work, play, and worship.		
j. Current Prerequisites, if any:		
None		
* Proposed Prerequisites, if any:		
For students in all colleges except for the College of Design		
k. Current Supplementary Teaching Component, if any:		<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both		
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change		
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, enter the off campus address:			
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, explain and offer brief rationale:			
6. Course Relationship to Program(s).			
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, identify the depts. and/or pgms:			
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES ² , list the program(s) here:			
6. Information to be Placed on Syllabus.			
a.	<input type="checkbox"/>	Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G- or 500-level course</u> you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishir different grading criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Intellectual Inquiry in Arts & Creativity**

Reviewer Recommendation

Accept Revisions Needed

Course: DES 100

Using the course syllabus as reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:
The DESIGN AUTOBIOGRAPHY assignment.

Brief Description:
Students construct a personal view of design utilizing the objects, spaces, buildings, and places from their everyday world. After practicing the analysis of artifacts earlier in the semester, the students use a creative process to elaborate a view of their world. Expected products might include films, instagram collages, public performances (in class), or websites.

Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:
The ANALYSIS "informance."

Brief Description:
Throughout the first unit of the course, students learn about design at four scales. They use the readings, lectures, and presentations in this unit to help inform approaches to the study of design. During this unit, they select an object, space, building, or place for analysis. Borrowing on approaches from the class (or approaches that students might themselves bring), they create an "informance" for their peers. Expected "informances" will be encouraged to go beyond Powerpoint presentations. For this "informance," students will also detail a written/illustrated document to share on a class blog. This curated space provides analysis for peer review (see below).

The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g. "out of the box" thinking or application of given rules or forms).

Example(s) from syllabus:
OBJECT/SPACE/BUILDING/PLACE ANALYSIS; the FINAL EXAM

Brief Description:
Throughout the course, students regularly participate in "design thinking" to investigate the impacts of processes and products that generate in many aspects of human culture. Particularly in the base assignment for the course, the OBJECT/SPACE/BUILDING/PLACE ANALYSIS, students regularly engage the parameters of design in considering the artifacts they analyze. In the FINAL EXAM, they write about their learning from that initial ANALYSIS project -- but significantly in all elements throughout the course -- to demonstrate the application of design constraints and opportunities across many scales.

Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

Example(s) from syllabus:

The ANALYSIS OF ANOTHER STUDENT'S ANALYSIS project; the MOVIE REVIEW project.

Brief Description:

In the curated space created to hold the ANALYSIS projects, students will be assigned to review another peer's work and provide an alternative view or reading of that cultural artifact for consideration. In doing so, students reveal a wide variety of approaches to design as a creative product. For the movie review, students gather outside of class for screenings of three movies (co-curricular moment). During class, the students discuss the movies and the themes within the course, keeping design as a creative process and product in mind. They ultimately provide a written analysis of a specific movie. Alternative modes of expression are considered here beyond a seminar paper.

The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:

The FINAL EXAMINATION.

Brief Description:

In an illustrated essay, students will examine the place of design in the world. They will be encouraged to focus on the creative design process and products that they have examined throughout the semester. In that all of the requirements for the course are scaffolded activities (pre-writes and expressions for analysis "informance", the informance itself, the analysis of another's work, the movie review, and the design autobiography), the final examination provides the site for students to ultimately evaluate, assess, and refine their work.

Describe how students demonstrate the use of information literacy resources:

Images, texts, and objects serve as the main media for this course. One facet of information literacy is dealing with the visual world and its inherent challenges and viewpoints as well as the creative forms of expression it embodies. Students will grapple with the silent voices of the various artifacts under examination and will learn various approaches to information literacy from a visual perspective.

Reviewer's Comments: