



1. Does this course have an undergraduate / graduate counterpart?

Yes No

2. Is this proposal part of a larger submission package including a program change?

Yes No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)

Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent. CTE Approval (Stamp or initial) _____

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?

Yes No If yes, when was the most recent offering? _____

5. Does this course affect majors or minors outside the department?

Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:

Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)

DES 5xx6 Design Studio III

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

N/A

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.

N/A

9. Will this course have enrollment restrictions?

Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.

Check one: May May not

Major Code: 1600 | | | | | | | | | |

11. Which of the following student classification(s) may enroll in this course?

Check all that apply:

- Graduate (2) 19 + hours
- Graduate (1) 0-18 hours
- Post Baccalaureate *
- Senior
- Junior
- Sophomore
- Freshman

* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs

Admission to Nursing Program

Admission to Teacher Education

Other _____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page#UCOAACC-mainpage-faq-helpful-hints>.)

Upon successful completion of this course, students will:

- Explore subject areas of relevance, interest and benefit to the design community and the community at large
- Explore a variety of opportunities existing under your discipline, while practicing clear communication of the message
- Practice academic research
- Practice problem-solving processes
- Develop individual areas of interest and expertise
- Practice written & verbal presentations
- Undertake original scholarly/creative activity as they develop design solutions or research content to address specific problems
- Assume greater responsibility for mastering the subject matter as they are expected to work independently outside of class as they become more autonomous designers
- Participate in working relationships with instructors in a mentor/mentee role as instructors oversee independent efforts while students work toward becoming design practitioners

Course Detail Information:

14. **Contact Hours (per week)**

_____ Lecture hours (in class)

6 Lab hours (also studios)

_____ Other (outside activities)

15. **Repeatable course.**

1 Number of times this course can be taken for credit.

16. **Schedule type: (select one only)**

_____ Activity P.E. (A)

_____ Lab only (B)

_____ Lecture/Lab (C)

_____ Lecture only (L)

_____ Recitation/Lab (R)

_____ Student Teaching (STU)

X Studio Art/Design (XSU)

17. **List existing course(s) for which this course will be a prerequisite.** Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

N/A

18. **What resources, technology or equipment must be acquired to teach this course?** List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

None - existing resources within the School of Design are adequate.

19. **The UCO library has the required library resources for the new course:**

X Yes No If no, provide a list of materials needed and contact the library at libraryresearch@uco.edu for a cost estimate.

Additional funds are being requested for library resources to support this course:

 Yes X No _____ (amount requested)

20. **Names of current faculty qualified to teach this course.**

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

N/A

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

No additional costs—course will be taught by existing graduate faculty, and students will utilize the existing labs and equipment to complete projects for this course.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

N/A

24. Projected enrollment for **two academic years** following approval of new course:

Semester	21_22	22_23
Fall		
Spring	3	5
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures, Chapter 2, Section 5, "Degree Requirements" part 1, (2), P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

This request for a new course is part of a larger program change proposal. This course will be the 4th Design Studio course. The program change is modeled after the School of Design MFA Illustration program, which has 4 graduate illustration studio courses, and has a clear and concise track that facilitates bodies of work.

27. Which of the six transformative learning tenets does this course incorporate? (Check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	<input checked="" type="checkbox"/>
Leadership	<input checked="" type="checkbox"/>
Research, Scholarly and Creative Activities	<input checked="" type="checkbox"/>
Service Learning and Civic Engagement	<input type="checkbox"/>
Global and Cultural Competencies	<input checked="" type="checkbox"/>
Health and Wellness	<input type="checkbox"/>

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page#UCOAAACC-mainpage-faq-helpful-hints> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
<p>1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.</p>	<p>Students taking this course will have taken Design Studio I, II and III, and will be proficient in specialized research for creative problem-solving and the application of all aspects of design, as well as in giving professional presentations. As a result, they will require little instruction in these areas, but will be under the mentorship of a professor to provide guidance over the course of the semester.</p>
<p>2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.</p>	<p>This course and the three taken prior to this require the student to write project briefs and determine their own areas of focus, as well as production schedules. As a result, their view of themselves as designers have shifted from design student to working design professional as they have gained the ability to determine the best process to reach a successful conclusion for the design problems encountered.</p>
<p>3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:</p> <ul style="list-style-type: none"> a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students. 	<p>To be successful in this course:</p> <ul style="list-style-type: none"> a. Students will be required to undertake original scholarly/creative activity as they develop design solutions or research content to address specific problems. b. Students will assume greater responsibility for mastering the subject matter as they are expected to work independently outside of class as they become more autonomous designers. c. Students will have close working relationships with instructors in a mentor/mentee role as instructors oversee independent efforts while students work toward becoming design practitioners.

DES 5693 CRN XXXXX

DESIGN STUDIO IV

FALL 2021 • T/TH 3-5:50 PM • EVH 009

INSTRUCTOR

McKenna Sanderson, MFA
Office: LIB 315C
msanderson2@uco.edu
974.5211
*office hours: MW 1-3:30pm
via Slack and Zoom
and by appointment*

Alternate Instructional Delivery Days

On remote days, we will utilize the Slack workspace, uco-des-mfa-students.slack.com for announcements, assignments, and critique.

Students are expected to post PDFs (not JPGs please!) of their progress for the day by NOON (no later!) in the appropriate channel.

Both faculty and students are expected to be available in Slack during class. This includes being responsive to any and all correspondence in a timely manner.

Zoom will be utilized for video calls and critiques. Projects and assignments will be turned in via Dropbox. Please follow instructions and reach out with any/all questions.

Attendance and Tardiness during the COVID-19 pandemic

Attendance is REQUIRED FOR ALL CLASS MEETINGS. Every absence is a missed opportunity to learn from the instructor and your peers. However, during the pandemic, attendance will not be a part of your grade. The School of Design and your instructor do not want to put pressure on you to come to school if you do not feel well, if you have been in contact with someone who is symptomatic, or if you or someone you have been in contact with has tested positive for the Coronavirus.

Remember you are here to learn as much as you can, You are here to develop professional habits. You are here to become the best designer you can be. This means being present in mind and spirit, but it also means that you do not risk your health or the health of others. No one can make this decision for you, so do not take it lightly.

Additionally, in non-pandemic times, 3 tardies has equaled 1 absence. Tardiness shows a lack of respect for your own class time as well as the time of others

and your instructor. If a student is not present in-person when role is called or the sign-up sheet is passed around, they will be considered tardy. Any student leaving class before class time is over will also be considered tardy. If a student fails to respond or interact in the online Slack or Zoom workspace on alternative delivery days, they will be considered tardy, or absent if they never post.

A professional always communicates with their instructor or boss when they will be late, absent, or if they are sick.

TEXTS & TECHNOLOGY

REQUIREMENTS:

None. Recommendations will be provided and determined by student interests and project briefs.

COURSE DESCRIPTION

This course provides a focused study in research and/or creative problem-solving techniques, the application of principles, philosophies, materials, and production of design. This coursework may include work that contributes to a student's final thesis or body of work. The student will present research, projects and solutions to the Design Graduate Committee for review, guidance, and evaluation.

TRANSFORMATIVE LEARNING

At the University of Central Oklahoma, we help students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. We engage students in transformative learning in six core areas: 1) discipline knowledge; 2) leadership; 3) research, creative and scholarly activities; 4) service learning and civic engagement; 5) global and cultural competencies; and 6) health and wellness.

COURSE OBJECTIVES

Students will:

- explore subject areas of relevance, interest and benefit to the design community and the community at large (1,5).
- explore a variety of opportunities existing under your discipline, while practicing clear communication of the message (1)
- practice academic research (3)
- practice problem-solving processes (1)
- develop individual areas of interest and expertise (1,2)
- practice written & verbal presentations (1,2,3)

COURSE OVERVIEW

You are encouraged to take risks, to develop your own identities as designers and to expand your problem solving methodologies as well as your visual vocabularies. Keep in mind that how you think is as important as what you make. This focus on the design process, appropriateness of the concept to the solution and the craft of the final submission is structured to prepare you to function on an increasingly independent basis as you advance through the program and beyond. Students are expected to pay attention, take notes, ask questions and frequently share progress with your instructor.

PROPOSALS/PROJECTS

For each project students must submit:

1. Proposal must:

You may be asked to sign a copy of this, as this is acting as your syllabus/project statements. Project proposals are discussed with and approved by Instructor.

Guidelines for:

Graphic Design—approximately 4 project proposals

Interior Design—approximately 2 project proposals

- outline the nature and purpose of project (what and why-this requires research!)
- state the intended media/format/final result
- production schedule

2. Creative brief must: (this is detailed explanation of the project—included in process book/acting as concept statement)

Sometimes the proposal & more detailed creative brief are combined, but generally after talking over your proposal with your instructor and approval is given to continue with the project, you will create a creative brief.

- identify the problem or problems that need to be solved
- develop a research question or hypothesis that will serve as the goal for the study
- find literature to support the need for the research and/or study
- start the design process by developing a concept to further drive the design development

3. End solution/Presentation (must be assembled/printed)

If presenting, presentations should be 15 minutes maximum.

4. Process book (pdf or physical book)

Although the end solution is important, the design graduate faculty place a heavy emphasis on the concept development and the process employed when creating the final solution. The concept is imperative during the development because it serves as the basis for the design. The process employed to create the end solution enables the faculty to see how the final design was created. Students are expected to describe, discuss, and show the process and problem-solving techniques utilized in a finished process book. Presentations and meetings with the design graduate faculty will provide opportunities to complete this description and discussion.

5. Behance Account —if it results in a designed solution (no research papers/basic renderings etc.)

You must create a Behance Account. At the completion of each project, you must upload/post an image to your Behance Account along with a blurb about the project & invite the Department of Design to be a co-owner.

CLASS POLICIES

No food in class—only drinks with lids.

You are required to attend both class meeting times each week.

When you will be absent, it is your responsibility to communicate with your instructor.

Please check Slack and your UCO email regularly for this class.

Email submissions will not be accepted or critiqued unless specified in class.

GRADING

Final grades for this course will be based on the successful completion of proposed projects and presentations.

GRADE DISTRIBUTION

100% Projects/Presentations

ADA statement

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

University Syllabus Supplement

<https://www.uco.edu/academic-affairs/files/student-info-sheet.pdf>

School of Design Syllabus Addendum

https://www.dropbox.com/s/g77ic21v16behl/Design-Syllabus-Addendum_2020.pdf?dl=1

School of Design Critique Week Statement

<https://www.dropbox.com/s/jwod7u12n3iud6j/Critique-Week.pdf?dl=0>

DESIGN STUDIO 1 • FALL 2020 • TENTATIVE SCHEDULE

**THE SCHEDULE WILL
BE DETERMINED AND
PROVIDED BY THE STUDENT
WHEN CREATING PROJECT
BRIEFS.**