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| For Academic Affairs and Research Use Only | |
| Proposal Number | LAC49 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Katherine Baker 03/15/2023 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Temma Balducci 3/16/2023  **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Warren Johnson 3/28/2023  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/23/2023 **Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Gina Hogue 3/30/2023 **College Dean** | Len Frey 4/20/2023  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Temma Balducci, Dept. of Art + Design, tbalducci@astate.edu, 870-972-3050

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Spring 2024 (2023-24 Bulletin year)

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **FASH** |
| **Number\*** |  | **3133** |
| **Title**  (include a short title that’s 30 characters or fewer) |  | **Fashion Forecasting** |
| **Description\*\*** |  | **Techniques and procedures for identifying and forecasting trends in fashion, lifestyles, business, ready-to-wear, and art that affect retail merchandising and marketing decisions.** |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. YES Are there any prerequisites?
   1. If yes, which ones?

FASH 2233 (Current Issues in the Global Fashion Industry)

* 1. Why or why not?

Students need to understand the background of the fashion industry to learn how fashion forecasting works.

1. NO Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Spring, Summer

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. NO Is this course dual-listed (undergraduate/graduate)?
2. NO Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. YES Is this course in support of a new program?

a. If yes, what program?

B.S. in Fashion Merchandising and Marketing

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Note: Outline based on AOS version of the course.

Week 1:

1. Introduction to Forecasting  
2. Innovation and Novelty

Week 2:

3. Fashion Forecasting Theories  
4. Modern Forecasting Methods

Week 3:  
5. Fashion Eras  
6. World Cultures

Week 4:  
7. Subcultures  
8. Fine Art and Popular Culture

Week 5:  
9. Color and Textile Forecasting  
10. Inspiration, Theme and Mood

Week 6:  
11. Consumer Research  
12. Sales Forecasting and Competitive Analysis

Week7:

Color/Textile Forecasting/Mood Board Project

Final Exam

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

Enter text...

1. Will this require additional faculty, supplies, etc.?

Yes – one faculty line (already allocated)

1. NO Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Fashion Forecasting is developed to educate techniques and procedures for identifying and forecasting fashion trends and evaluating current trends in lifestyles, business, ready-to-wear, and art.

Students will learn to recognize and analyze predictive fashion trends that affect retail merchandising and marketing decisions. The goals of Fashion Forecasting are as follows:

1. Understand fashion phenomena with fashion theories and frameworks and develop a holistic understanding of fashion, trends, and forecasting in a global setting.

2. Increase your abilities in applying principles and concepts to specific situations, building analytical skills, and gaining problem-solving experience and apply them to real-life business markets or professional practices for each of the forecasting disciplines

3. Effectively communicate your understanding of fashion trends in both visual and written form and learn to use trend forecasting solutions to analyze and predict future trends.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Art + Design is dedicated to the creative, aesthetic and cultural development of visual art students that builds upon a well-rounded liberal arts education. The faculty prepares its students to assume leadership positions in their professional lives while maintaining a commitment to the conceptual and aesthetic standards of their chosen discipline. The department develops and supports a nurturing creative community that builds confidence through academic rigor and provides an environment in which students can build and refine their craft, develop critical thinking skills, and realize their full potential. Graduates of the Department of Art + Design join the community as socially responsible artists, designers, educators and historians ready to contribute to diverse and changing creative fields. This class will challenge students to consider the various ways that fashion, as a creative and aesthetic statement, is culturally significant. Given these goals, this class will prepare students to thoughtfully think about the connection that fashion has to society as a whole both through a historical and contemporary view point.

c. Student population served.

Junior

d. Rationale for the level of the course (lower, upper, or graduate).

Fashion Forecasting requires an understanding of the basic fashion industry knowledge and structure. Therefore, the junior standing requirement will allow students to have a basic knowledge of the fashion industry before taking the course and room to expand their knowledge acquired from the course in other senior-level courses.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

PLO 1: Subject Knowledge – Students will understand global markets, consumer behaviors, and product trends related to fashion merchandising.

PLO 2: Technical Skill – Students will be able to create fashion merchandising plans that synthesis visual research, marketing, and management.

PLO 3: Critical Thinking – Student will be able to apply strong critical, analytical, management, and communication skills required to advance in the profession.

Program assessment takes place in the capstone course (FASH 4233 - Applied Fashion Marketing Project).

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Outcome 1** | Subject Knowledge – Students will understand global markets, consumer behaviors, and product trends related to fashion merchandising. |
| Assessment Procedure Criterion | Direct Measure: Summative assessment completed by Faculty  Indirect Measures: Near the end of Capstone, students complete an exit survey  Alumni survey |
| Which courses are responsible for this outcome? | FASH 4233 – Applied Fashion Marketing Project |
| Assessment  Timetable | Year 1 on a three-year cycle.  Alumni survey is conducted every three years. |
| Who is responsible for assessing and reporting on the results? | Capstone faculty (report to Assessment Coordinator) |

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| **Outcome 2** | Technical Skill – Students will be able to create fashion merchandising plans that synthesis visual research, marketing, and management. |
| Assessment Procedure Criterion | Direct Measure: Summative assessment completed by Faculty  Indirect Measures: Near the end of Capstone, students complete an exit survey  Alumni survey |
| Which courses are responsible for this outcome? | FASH 4233 – Applied Fashion Marketing Project |
| Assessment  Timetable | Year 2 on a three-year cycle.  Alumni survey is conducted every three years. |
| Who is responsible for assessing and reporting on the results? | Capstone faculty (report to Assessment Coordinator) |

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| **Outcome 3** | Critical Thinking – Student will be able to apply strong critical, analytical, management, and communication skills required to advance in the profession. |
| Assessment Procedure Criterion | Direct Measure: Summative assessment completed by Faculty  Indirect Measures: Near the end of Capstone, students complete an exit survey  Alumni survey |
| Which courses are responsible for this outcome? | FASH 4233 – Applied Fashion Marketing Project |
| Assessment  Timetable | Year 3 on a three-year cycle.  Alumni survey is conducted every three years. |
| Who is responsible for assessing and reporting on the results? | Capstone faculty (report to Assessment Coordinator) |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Students will understand fashion phenomena with fashion theories and frameworks and develop a holistic understanding of fashion, trends, and forecasting in a global setting. |
| Which learning activities are responsible for this outcome? | Final exam |
| Assessment Measure | The assessment is summative and a test format with questions with multiple choice, multiple answers, and true/false questions. |
| **Outcome 2** | Students will increase their abilities in applying principles and concepts to specific situations, building analytical skills, and gaining problem-solving experience and will apply them to real-life business markets or professional practices for each of the forecasting disciplines. |
| Which learning activities are responsible for this outcome? | Group discussions each week to discuss how fashion forecasting theories and practices can be applied to real-life situations. |
| Assessment Measure | The assessment is formative and students will complete a short essay question prompted by each week’s class materials and discussion with their classmates. The activities will be evaluated by the quality of their prepared short essay and their participation in discussions. |
| **Outcome 3** | Students will effectively communicate their understanding of fashion trends in both visual and written form and learn to use trend forecasting solutions to analyze and predict future trends. |
| Which learning activities are responsible for this outcome? | Students will create a color, textile and styling trend forecasting solution for a company and do a professional presentation to their client/students/faculty. |
| Assessment Measure | The final project will be assessed based on the feasibility of the project, aesthetics, research/craftsmanship and presentation skills. The project will be a summative assessment. |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

NEW:

FASH 3133 - Fashion Forecasting

Sem. Hrs: 3

Techniques and procedures for identifying and forecasting trends in fashion, lifestyles, business, ready-to-wear, and art that affect retail merchandising and marketing decisions. Spring, Summer.

Prerequisites: FASH 2233