Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Mary Swinker or Janet Blood	swinker@iup.edu (janet.blood@iup.edu)
Proposing Department/Unit	Phone
HDES	724-357-2336 (724-357-3778)

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

    __X__ New Course   _____ Course Prefix Change   _____ Course Deletion

    _____ Course Revision   _____ Course Number and/or Title Change   _____ Catalog Description Change

	FSMR 262: Fashion Forecasting
Current Course prefix, number and full title	*Proposed* course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

    _____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,

    _____ This course is also proposed as an Honors College Course.   Pan-African)

3. Program Proposals

    _____ Catalog Description Change   _____ Program Revision

    _____ New Degree Program   _____ Program Title Change   _____ Other

    _____ New Minor Program   _____ New Track

Current program name	*Proposed* program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*Mary E. Swinker*	2/13/07
Department Chair(s)	*Mary C. Swinker*	2/13/07
College Curriculum Committee Chair	*Elizabeth Palmer*	4/3/07
College Dean	*Carleen C. Zerie*	4-4-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *	*J. Swinks*	7/10/07
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	*Gail Sechrist*	4-17-07

Received * where applicable

APR - 5 2007

Liberal Studies

Part II　　　　　**Description of Curriculum Change**
　　　　　　　　　　　1. New Syllabus of Record

I.　Catalog Description:

FSMR 262 – Fashion Forecasting　　　　　　　　**3 Class Hours**
　　　　　　　　　　　　　　　　　　　　　　　　　　0 Lab Hours
　　　　　　　　　　　　　　　　　　　　　　　　　　3 Credit Hours
　　　　　　　　　　　　　　　　　　　　　　　　　　(3c-0l-3cr)

　　Prerequisite: FSMR 110

Study and analysis of the global fashion society and the trends that emerge. Evolving styles, changes in buying habits and economic conditions are assessed to predict fashion consumer behavior. There is an emphasis on the interrelationships among apparel industry segments and the application of fashion theories to the forecasting process.

II.　Course Outcomes:

At the end of this course, the student will be able to:

1. understand the theories and frameworks underlying fashion forecasting.

2. utilize various information sources in the development of short and long-term fashion forecasts.

3. analyze past trends in order to predict future directions in fashion.

4. understand the interrelationships among apparel industry segments needed for successful forecasting including fiber, textile, color, consumer research, product development, and merchandising.

5. communicate short and long-term forecasts in a manner appropriate for an industry professional.

III.　Course Outline:

A. The Purpose of Fashion Forecasting　　　　　　　　　WEEK ONE
　　1. The necessity of forecasting in today's apparel industry
　　2. Introduction to the Research/Abstraction/Communication Model
　　3. Introduction to the concept of Zeitgeist
　　4. Introduction to Adobe Illustrator
　　5. Use of Adobe Illustrator in trend communication

1

B. Timelines of Forecasting   WEEK TWO

    1. Apparel industry segments involved with forecasting
    2. The Fashion Calendar as it relates to trend presentations
    3. Basic Adobe Illustrator functions

C. Color Forecasting   WEEK THREE

    1. Importance of color in relation to the fashion product
    2. Pantone Color System
    3. Color and Zeitgeist
    4. Fashion colors in relation to other industries
    5. Basic Adobe Illustrator functions (continued)

D. Research Methods & Environmental Scanning   WEEK FOUR

    1. Traditional quantitative and qualitative data collection techniques
    2. Research methods for forecasting professionals
    3. Importance of environmental and media scanning
    4. Application of basic Adobe Illustrator functions to flat development

E. Fashion Theory & Trend Forecasting   WEEK FIVE

    1. Common fashion theories
    2. Application of fashion theories to the forecasting process and the
       Research/Abstraction/Communication model
    3. Application of basic Adobe Illustrator functions to flat development

F. Presentation & Page Layout Techniques   WEEK SIX

    1. Common communication techniques in forecasting
    2. Intermediate applications of Adobe Illustrator to flat development

G. Abstraction of Trends   WEEK SEVEN

    1. Finding commonalities and differences in data
    2. Use of fashion theories to recognize emerging trends
    3. Intermediate applications of Adobe Illustrator to flat development
    4. Mid-Term Exam

H. The Concept of Zeitgeist   WEEK EIGHT

    1. Nystrom's Framework
    2. Cultural indicators
    3. Using historical research and abstraction to define the current Zeitgeist
    4. Intermediate applications of Adobe Illustrator to flat development

I. Short and Long Term Forecasting   WEEK NINE

    1. Role of short and long term forecasting to industry success
    2. Strategies for short and long term forecasting
    3. Advanced applications of Adobe Illustrator to flat development

J. New Technologies & Becoming a Futurist   WEEK TEN

    1. Beliefs of futurists
    2. Emerging technologies in the apparel industry
    3. The effects of new technologies to future fashion trends
    4. Advanced applications of Adobe Illustrator to flat development

K. Pinpointing Consumer Segments   WEEK ELEVEN

    1. Basic consumer characteristics, target markets, and targeting strategies
    2. Consumer challenges for apparel industry professionals
    3. Strategies to understand consumers in relation to fashion forecasting
    4. The importance of the Retail Fashion Director in interpreting fashion
       trends for target consumers.
    5. Student Adobe Illustrator flat development for forecasting projects

L. Forecasting Throughout the Apparel Industry   WEEK TWELVE

    1. Importance of the cross-pollination of ideas among industry segments
    2. Venues of communication
    3. Forecasting in fiber, textile, fur and leather, and manufacturing segments
    4. Student Adobe Illustrator flat development for forecasting projects

M. Sales Forecasting   WEEK THIRTEEN

    1. Definition and importance of sales forecasting
    2. Data sources used
    3. Sales forecasting techniques
    4. Uses of sales forecasting results
    5. Student Adobe Illustrator flat development for forecasting projects

N. Semester Review & Student Presentations   WEEK FOURTEEN

Culminating Activity: Final Examination   (120 minutes)

IV. Evaluation Methods:

Course Activities and Point Allocations:

Color Forecast Assignment	100
Newsletter Assignment	100
Long-Term Forecasting Assignment	100
Consumer Segment Style Report--Group Project	100
In-Class Activities (10 @ 10 points each)	100
Mid-Term Exam	50
Final Exam	50
Total Points Possible	600

Color Forecast Assignment:

Students will trace previous color forecasts in order to create their own color forecast for a consumer segment. The forecasts will contain labeled color chips and colored yarn/floss in order to reflect a chosen mood or theme. Students will provide a written rationale for their forecasted colors as it relates to a particular fashion consumer segment and how it may reflect the spirit of that time period.

Newsletter Assignment:

Students will choose two news sources (one world/national, one cultural/entertainment) and access each at least three times a week for four weeks. Students will keep a log of topics that may have an impact on the current spirit of the times (known as "Zeitgeist"). Students will then analyze their topic logs for trends that may have an impact on today's fashion consumer and write a two page newsletter reporting how consumer fashion trends may be impacted.

Long-Term Forecasting Assignment:

Students will look forward to the distant future and predict clothing and accessory styles as well as the color palette(s) for one fashion season. Their trend report will illustrate one mood or theme they feel will be "hot" for that season/year. Students will also incorporate inspiration materials, color chips, fabric print designs, and garment/accessory flats in their long-term forecast to create an exciting presentation.

Consumer Segment Style Report—Group Project:

Students will define a consumer group, research the group's demographics, geo-demographics, and psychographics, then abstract, predict, and present fashion trend information and styles they believe the consumer group would "buy into." Each group will then present their findings.

<u>In-Class Activities</u>:

Throughout the semester, students will engage in unannounced activities related to assigned course readings and key concepts. These activities are designed to apply and reinforce the course content. They will occur in class and be graded.

<u>Mid-Term and Final Exams</u>:

Both examinations will be announced and in a closed book format. Exam questions will consist of multiple choice, matching, short answer, and true/false.

The following grading scale will be used to assign letter grades:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Below 60%

V.   Attendance Policy:

The attendance policy for this course conforms to the University's Undergraduate Course Attendance Policy in that all students are expected to attend and participate in class to enhance their learning.

VI. Required Textbook(s), Supplemental Books and Readings:

Guerin, P. (2005). *Creative fashion presentations* (2nd ed.). New York: Fairchild.

VII. Special Resource Requirements:

General Course Supplies:

Supplies as needed for individual projects.
USB drive (64 MB or higher) for Adobe Illustrator work

VIII. Bibliography:

Brannon, E. L. (2005). *Fashion forecasting* (2nd ed.). New York: Fairchild.

Delamare, F., & Guineau, B. (2000). *Colors: The story of dyes and pigments*. New York: Harry N. Abrams, Inc.

Diane, T., & Cassidy, T. (2005). *Colour forecasting*. Oxford: Blackwell Publishing.

Eiseman, L. (2000). *Pantone guide to communicating with color*. Sarasota, FL: Grafix Press Ltd.

Fehrman, K. R., & Fehrman, C. (2004). *Color: The secret influence* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

McWade, J. (2003). *Before & after page design*. Berkeley, CA: Peachpit Press.

Quinn, B. (2002). *Techno fashion*. Oxford: Berg.

Sultan, B. (2003). Computer-aided flat sketching for the fashion industry. Los Angeles: Da'Max.

Vinken, B. (2005). *Fashion Zeitgeist: Trends and cycles in the fashion system*. Oxford: Berg.

Historical:

Kaiser, S. B. (1990). *The social psychology of clothing: Symbolic appearances in context* (2nd. ed.). New York: Macmillan Publishing Company.

Perna, R. (1987). *Fashion forecasting*. New York: Fairchild.

Sproles, G. B., & Burns, L. D. (1994). *Changing appearances: Understanding dress in contemporary society*. New York: Fairchild.

Tate, S. L., & Glazer, B. (1995). *The snap fashion sketchbook*. Englewood Cliffs, NJ: Prentice Hall.

Walch, M., & Hope, A. (1995). *Living colors: The definitive guide to color palettes through the ages*. San Francisco: Chronicle Books.

Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

> Fashion Forecasting would be an elective. The course was designed to complement existing coursework for Fashion Merchandising majors. The content of this course focuses on knowledge, tools, and skills needed by apparel industry professionals to make informed short and long term predictions that are presented in a professional manner. Because of the focused content, this information cannot be incorporated into an existing course.

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

> This course does not require changes to the content of existing courses or requirements for the Fashion Merchandising program. This course would be offered as an elective.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering (semester/year and number of students).

> This course has been offered during the Fall Semesters of 2004, 2005, and 2006 as FSMR 281: Special Topics (Fashion Forecasting). The course has consistently been full with an enrollment between 40 and 50 students for each offering.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

> This course is not to be a dual level course.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

> This course may not be taken for variable credit.

A6   Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Other institutions do currently offer this course. Examples:

Oregon State University   DHE 277 Fashion Trend Analysis

The fashion trend forecasting process within the soft goods industry; use of information sources and trend analysis in developing and promoting a fashion product.

Virginia Tech   AHRM 4224 Fashion Analysis and Communication

Analysis of factors influencing fashion change and acceptance. Application of effective promotional activities for trade, national, and retail levels of fashion merchandising.

University of Akron   7400:439 Fashion Analysis

In-depth study of resources and processes for the analysis and forecasting of fashion trends. Emphasis on current designers and environmental forces that influence fashion.

A7   Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The content and skills of Fashion Forecasting are not recommended or required by a professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

B1   Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will not be taught by instructors from another department or as a team.

B2   What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

The content of Fashion Forecasting does not overlap the content of courses offered by other departments.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

Fashion Forecasting will not be cross-listed with other departments.

B4 Will seats in this course be made available to students in the School of Continuing Education?

Seats in this course will be made available to students in the School of Continuing Education.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate for this course.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following: Space, Equipment, Laboratory Supplies and other Consumable Goods, Library Materials, Travel Funds

Other resources needed to teach this course is the use of computer workstations to conduct research and prepare presentation materials. This resource need is satisfied by the use of the HDES Department's mobile computer lab.

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

The resources for this course are not funded by a grant.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

We expect to offer the course once a year. The course is not particularly designed or restricted to a certain seasonal semester.

C5 How many sections of this course do you anticipate offering in any single semester?

One section of Fashion Forecasting will be offered per year.

C6   How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

> We are able to accommodate between 40 and 50 students in a section of the course. The enrollment needs to be limited based on the size of the HDES mobile computer lab.

C7   Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

> No professional society recommends enrollment limits or parameters for a course of this nature.

C8   If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

> This course is not a distance education course.

Section D: Miscellaneous

> Include any additional information valuable to those reviewing this new course proposal.

Not Applicable