

Distance Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

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Proposing Depart/Unit:	Human Development and Environmental Studies (HDES)/Fashion Merchandising (FSMR)	Phone:	7-3848

Course Prefix/Number	FSMR 180
Course Title	Introduction to Fashion
Adding DE to an Already Approved Course	<input checked="" type="checkbox"/> Yes – <i>Template E only required</i> <input type="checkbox"/> No – <i>Template A and E both required</i>
Type of Proposal	(See CBA, Art. 42.D.1 for definition) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV
Brief Course Outline – if adding DE to an approved course <i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i>	<p>A. Fashion Careers</p> <ol style="list-style-type: none"> 1. Overview of Fashion Industry 2. The Fashion Model/Pipeline 3. Fashion Career Tracks 4. Resumes and Cover Letters 5. Interviewing Techniques <p>B. Fashion Terminology & Merchandising Process</p> <ol style="list-style-type: none"> 1. Fashion Acceptance 2. The Fashion Cycle 3. Categories of Fashion Products 4. Merchandising Processes <p>C. Retail Buying</p> <ol style="list-style-type: none"> 1. Markup 2. Markdowns 3. Profit and Loss Statements 4. Buying Trip 5. Market Weeks <p>D. Textiles and Design Development</p> <ol style="list-style-type: none"> 1. Fashion Design Terminology 2. The Textile Industry and The Materials of Fashion 3. The Fashion Design Process

Template E

	<p>E. Historical Perspective Decades of Fashion Influence</p> <p>F. Trend Forecasting 1. Fashion Trend Acceptance Theories 2. External Factors Affecting Fashion Trends 3. Tools to Predict Fashion</p> <p>G. Consumer Behavior in Fashion 1. Types of Consumer Purchase Decisions 2. Purchase Decision Process 3. Reasons for Purchasing Fashion 4. Market Segmentation</p> <p>H. Marketing Fashion Products 1. Product 2. Price 3. Place 4. Promotion and Promotional Mix</p> <p>I. Global Sourcing 1. Sourcing 2. Product Production 3. Importing and Exporting 4. Cultural Business Etiquette 5. Contemporary Issues in Sourcing</p> <p>J. Retailing in a Vibrant World 1. Physical Environment in Retail 2. Retail Management 3. Electronic Retailing and Nonstore Retailing</p> <p>K. Fashion Company Case Study</p>
Rationale for Proposal (Required Questions from CBA)	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>FSMR faculty member Dr. Su has completed D2L training at IUP. Dr. Su taught distance education class on BLACKBOARD before and during the last several years has also used the LMSs (Moodle and D2L) to enhance traditional classroom teaching. .</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>Each assignment in this course is related to several outcomes at the same time. Three exams, discussion questions, and all the assignments through D2L will help students understand the course content and achieve all the course objectives.</p> <p><u>Objective 1:</u> Demonstrate a general understanding of the structure of the apparel industry and its components. Three exams, discussion questions and assignments through D2L will evaluate students' understanding of the structure of the apparel industry and its components.</p> <p><u>Objective 2:</u> Recognize the interrelationship between the numerous apparel industry segments. Three exams, discussion questions and assignments through D2L will evaluate students' understanding of the interrelationship between the numerous apparel industry segments.</p>

Objective 3: Describe the concepts involved in the design and production procedures of women's, men's, children's apparel and accessories.

Three exams and discussion questions through D2L will evaluate students' understanding of the concepts involved in the design and production procedures.

The assignment "Connection Between Fashion and the World: Where Did Your Clothes Come From?" will ask students to examine their own wardrobe and select 8 favorite items from their wardrobe. Students need to report the following

- Description of the styles and the design features of the items.
- Why did you buy it? Analyze your consumer decision-making process.
- Place of production. Show the various locations where your favorite apparel items were produced on a world map. Neatly illustrate the locations on the world map.
- Why were they produced there? Provide your opinions.
- The fiber content of each item (fiber names and percentages) and fiber characteristics.

Objective 4: Appreciate the economic, psychological, sociological and technological factors influencing fashion.

Three exams and discussion questions through D2L will evaluate students' understanding of the factors influencing fashion.

The assignment "Fashion Inspiration" will ask students to identify some influential people/celebrities/events that affect their fashion purchases. Students will pick one person who is a fashion leader and give their perspectives on how this person influences the way others dress.

The assignment "Survey of Menswear Industry" will ask students to interview two male consumers (one is parents' generation; the other is student's generation). Students will gather information regarding

- The interviewees' opinions about the current menswear industry (e.g. their opinions about the industry development, and their opinions about the assortments, styles/designs of the menswear...).
- 3 things they are most satisfied with today's menswear retailers
- 3 things they are most unsatisfied with today's menswear retailers.
- What they hope for the future menswear industry
- Their opinions about how economic situation influences fashion and retailing industry
- How do they think about the fashion/apparel industry in the past year?
- Whether they feel the change of their family purchasing behavior in terms of textile/apparel products.

Based on your above interviews of two generations, compare and contrast their opinions about menswear industry. What are the similarities between two generations? What are the differences? How do you think about those differences? Based on the interviews and students' own knowledge/experience, provide their advice to the US menswear industry (for the U.S. students) or the menswear industry in your home country (for international students).

Objective 5: Analyze the decision-making processes that consumers go through when making clothing purchases.

Three exams, discussion questions and assignments through D2L will evaluate students' understanding of the consumer decision-making processes.

The assignment "Connection Between Fashion and the World: Where Did Your Clothes Come From?" includes requirements for students to identify and analyze their decision-making process (see the assignment detail in Objective 3).

Objective 6: Identify career opportunities available in the various segments of the textile and apparel industry, the skill set needed for career success, and the various avenues to obtain the needed skills.

Template E

	<p>Three exams and discussion questions through D2L will evaluate students' understanding of the career opportunities in the textile and apparel industry.</p> <p>The final project will specifically allow students to identify career opportunities available in the fashion industry. Students are asked to choose one company from the list top 50 apparel companies in the most recent year. Students need to do research on the company use business journals, database in the IUP library, or Internet resources/databases. Students will report the following sections.</p> <p>Part I. Name of the company with a summary of the company's history. Why you choose this company Brief summary of this company's history Headquarters of the organization with a current address Current major divisions of the parent company with geographic location</p> <p>Part II. The company's target markets (customer profile). Customer profile includes customer age range, gender, lifestyle, geographical location, etc.</p> <p>Part III. 4Ps marketing analysis in domestic AND international markets. Product Price Place Promotion</p> <p>Part IV. List and describe 3 things related to this company that impressed you most</p> <p>Part V. Imagine you are the executive managers of the company, think of some ideas or strategies that may be used to maintain the company's good performance in the market or that may be used to improve the company's performance in the future.</p> <p>Part VI. Potential for employment. Types of positions and requirements for candidates Internship opportunities (provide contact information for their internship)</p> <p>Part VII. Closing summary</p>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Instructor and students may interact using email, discussion boards/forums, phone, and Skype to communicate during the class. Student- student interaction will primarily take place using discussion boards/forum, but may also utilize email..</p>
<p>How will student achievement be evaluated?</p>	<p>~ 40% Examinations Three exams including two tests during the semester and one final exam. Examinations could include multiple choices, true/false, short answers, and essay questions, etc. Questions will be derived from the text, lecture notes, and class discussions, videos, and class handouts.</p> <p>~ 50% Assignments Periodic assignments will be given. Assignments could include specific assignments related to course materials, individual or small group projects, papers, and/or case studies.</p> <p>~ 10% Discussion Board/Forum Activities Student performance in discussion board/forum.</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Exams will consist of the same number of questions for each student selected from a large database. Test questions will also be randomly ordered and multiple choice answers will be randomly listed. Answers to exam questions will not be available to students until after the exam closes. Instructor may choose to use anti-plagiarism software such as Turn It In for assignments/projects.</p>