Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Human Sciences
   Department: Consumer Affairs

2. Course Prefix and Number: CAHS 2750

3. Effective Term: Fall 2010

4. Course Title:
   Product Development: Technical Design
   Abbreviated Title (30 characters or less): PD: Technical Design

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course
   - Current Course Number: ___________________________
   - Proposed Course Number: ___________________________
   - Type of Revision: C, STU Ins

6. Course Credit:
   Contact/Group
   Scheduled Type
   (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Maximum Hours
   (Repeatability):
   LEC. 2, STU. 4
   weekly
   4
   20
   Total Credit Hours: 4

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "PC:" to indicate a prerequisite with concurrency.
   P, CAHS 1750; P or C, CAHS 2740

9. Restrictions:
   List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Intermediate pattern development concepts, techniques and applications.

11. May Count Either
    or
    (Indicate if this particular course cannot be counted for credit in addition to another)
    Program Type
    Requirement or Elective?
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    (required or optional?)
    Major
    BS, AMDP, Design/Production Option
    required

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:

CAHS 2740 has always been a prerequisite for CAHS 2750; we request listing the alternative of co-requisite status because we have determined that to be equally effective and more amenable to student flexibility in scheduling and their making regular progress through the major. Additionally, we recommend that in-class studio hours be reduced from a 3:1 to a 2:1 ratio. Because of assignments that must be worked on outside of class, 6 total contact hours is sufficient.

(include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

The co-requisite and studio hours change has no impact on resources.

(indicate whether existing resources such as library materials, classroom/lab space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- e.g., Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

1. Develop problem-solving abilities related to understanding the basic principles of technical apparel production.
2. Analyze fabric properties of fashion and supporting fabrics appropriate for apparel production.
3. Demonstrate an understanding of how to manipulate basic style slopers to create patterns for variations of designs using flat pattern methods.
4. Demonstrate an understanding of how to create designs using draping methods.
5. Demonstrate the ability to create accurate patterns that incorporate the precision needed in industry.
6. Demonstrate the ability to visually analyze styles in order to recreate them using flat pattern or draping methods.
7. Develop personal professional skills by individually conceptualizing, creating, and completing one or more original designs.
8. Develop basic CAD skills for pattern design.
9. Demonstrate understanding of body measurement techniques.
10. Apply body scan-derived measurements to patternmaking.
11. Develop elementary fitting skills and begin to understand how to adjust patterns and garments to adjust fit.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

W 1/7/09 LEC: Introduction; blocking, cutting, & marking muslin for draping; 3-D body scanning technology & procedures
STU: For explanation of tools & terms read in flat pattern text (2-7, 13-14, 25) & construction text (10-14)
F 1/9/09 LEC: Body measurements; draping fundamentals
STU: Body measurement: Individual body scanning and taking personal measurements using traditional method; skirt draping assignment 1
M 1/12/09 LEC: Flat pattern making fundamentals; design/style analysis; assign skirt flat pattern problem #1
STU: Body measurements (cont.); skirt draping assignment 2
W 1/14/09 LEC: Manipulating skirt darts and adding fullness
STU: Discuss skirt problem #1; in-class skirt flat pattern problems (#2, 3 & 4); assign construction of 3 & 4; in-class skirt flat pattern problems (#5, 6); discuss #7 for completion at home; assign challenge problem
F 1/16/09 STU: In-class skirt flat pattern problems (#5, 6); discuss #7 for completion at home; assign challenge problem
W 1/21/09 LEC: High waists; dartless skirt yoke contouring
STU: Skirt draping assignments 3 & 4
F 1/23/09 STU: Present & discuss constructed problems & challenge problem; skirt CAD problems
M 1/26/09 LEC: Discuss pant project and specifications
W 1/7/09 LEC: Introduction; blocking, cutting, & marking muslin for draping; 3-D body scanning technology & procedures
STU: For explanation of tools & terms read in flat pattern text (2-7, 13-14, 25) & construction text (10-14)
F 1/9/09 LEC: Body measurements; draping fundamentals
STU: Body measurement: Individual body scanning and taking personal measurements using traditional method; skirt draping assignment 1
M 1/12/09 LEC: Flat pattern making fundamentals; design/style analysis; assign skirt flat pattern problem #1
STU: Body measurements (cont.); skirt draping assignment 2
W 1/14/09 LEC: Manipulating skirt darts and adding fullness
STU: Discuss skirt problem #1; in-class skirt flat pattern problems (#2, 3 & 4); assign construction of 3 & 4; in-class skirt flat pattern problems (#5, 6); discuss #7 for completion at home; assign challenge problem
F 1/16/09 STU: In-class skirt flat pattern problems (#5, 6); discuss #7 for completion at home; assign challenge problem
W 1/19/09 LEC: High waistlines; dartless skirt yoke contouring
STU: Skirt draping assignments 3 & 4
F 1/23/09 STU: Present & discuss constructed problems & challenge problem; skirt CAD problems
M 1/26/09 LEC: Discuss pant project and specifications
STU: Sketch pant design for approval during class
W 1/28/09 LEC: Pant and waistband patternmaking
STU: DUE: Skirt flat pattern problems; distribute printed pant patterns; pant patternmaking
F 1/30/09 LEC: Patternmaking for zippers and pockets; pant prototype construction
STU: Pant patternmaking (cont.)
M 2/2/09 LEC: Pant fit & pattern alterations
STU: Baste pant prototype for fit session
W 2/4/09 LEC: Pant sequence of operations; construction details: Zippers, pockets
STU: Pant construction
F 2/6/09 LEC: Construction details (cont.); Waistbands & closures
STU: Pant construction
2/9/09 LEC: Hem types, hem raw edge finishes, & hem stitch types
STU: Pant construction
W 2/11/09 STU: Pant construction
F 2/13/09 STU: Pant construction
M 2/16/09 LEC: Manipulating bodice darts; assign bodice flat pattern problems 1 & 2
STU: DUE: Completed pant; bodice draping assignments 5 & 6
W 2/18/09 LEC: Manipulating darts, adding fullness to, & contouring bodices
STU: In-class flat pattern problems (#3, 5 & 7)
F 2/20/09 LEC: Contouring bodice patterns
STU: CAD bodice problems; in-class flat pattern problems (#8); assign challenge problems & construction
M 2/23/09 LEC: Manipulating bodice darts
STU: Bodice draping assignments #7 & 8
W 2/25/09 LEC: Torso draping
STU: Sheath draping assignment (#9)
F 2/27/09 LEC: Combining bodices & skirts: flat patternmaking for sheaths and torsos
STU: In-class flat pattern problems (#1); present & discuss constructed challenge problems
M 3/2/09 STU: Shirt draping assignment (#10); cowl draping assignment (#11)
W 3/4/09 LEC: Flat patternmaking for necklines & facings
STU: DUE: bodice & sheath flat pattern problems; in-class neckline, facing & collar flat pattern problems
18. Assignments / Projects:

| Flat patternmaking assignments - 210 pts. (30%) |
| Pant patternmaking & construction - 125 pts. (17.9%) |
| Sloper - 100 pts. (14.3%) |
| Draping exercises - 100 pts. (14.3%) |
| Original garment - 145 pts. (20.7%) |
| Instructor's assessment of preparedness & effort - 20 pts. (2.9%) |

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

| A = 90% & above = 630-700 pts. |
| B = 80-89.9% = 560-629 pts. |
| C = 70-79.9% = 490-559 pts. |
| D = 60-69.9% = 420-489 pts. |
| F = below 60% = 419 or fewer pts. |

(List all components of the course grade — including attendance and participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: NA

(Included a brief statement explaining how the course meets graduate educational standards (i.e. rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844.2098 (V/T).