Proposal Form For Addition And Revision Of Courses

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

2. Course Prefix and Number: CAHS 1740
   3. Effective Term: Spring 2012

4. Course Title: Aesthetics for Design
   Abbreviated Title (30 characters or less): Aesthetics for Design

5. Requested Action:
   □ Renumber a Course
   □ Add a Course
   □ Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision:

6. Course Credit:
   Contact/Group
   Scheduled Type
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Hours (Repeatability):
   3
   Lecture
   Weekly
   3
   40
   Total Credit Hours:
   3

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 "P/C:" to indicate a prerequisite with concurrency.

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)
    Elements and principles of design and their application in industries such as textiles, apparel, and retail.

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

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 is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    □ Applicable
    □ Not Applicable
14. Justification:

This course content was a part of the course, CAHS 2740, which has significant studio content, and requires the use of limited computer labs. The studio content restricted the class capacity to about 20 students, restricted this course to students enrolled in the major, and resulted in the need for the course to be offered both Fall and Spring semesters.

Separation of the design theory content from the original course allows both courses to be offered only once a year, allows this course to enroll more than twice the number of students, and removes all restrictions related to major, degree, and college for this course. This curriculum change will have the following impact on course offerings — three offerings of two courses (CAHS 2740 and 3740) will be reduced to two offerings of two courses (CAHS 1740 and 2740).

(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:

This curriculum change will reduce the demand for limited computer lab resources in the building by reducing the offering of the lab-intensive course (CAHS 2740) from a two-semester to a one-semester model.

(Indicate whether existing resources such as library materials, classroom/laboratory 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 — i.e., Dean — where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Consumer Knowledge: Students will be able to articulate the diversity of demographic, anthropometric, social, psychological, cultural, and economic factors that influence (a) product development and selection and affect (b) consumer decision-making for apparel and related goods and services.

Business Knowledge: Students will understand and apply terminology and concepts commonly used in textile, apparel, retail and related industries.

Product Knowledge: Students will understand and apply the concepts and techniques specified for textile and apparel design, development, production, and presentation.

Process Knowledge: Students will understand the theories and concepts of fashion and the role of fashion in decision-making.

Analytical Skills and Critical Thinking: Students will demonstrate visual analysis skills in relation to understanding fashion change and critiquing designs.

(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:

Week 1 - Chapter 1
Importance of Aesthetic Experience
Defining Aesthetic Experience
Interconnections among Form, Expression, and Symbolism

Week 2 - Chapter 1 (continued) and Chapter 2
The How and Why of the Aesthetic Experience
Merchandising and Design Professions that Contribute to Aesthetic Experience
Branding Basics and Aesthetics
The 5Ps of Brand Identity

Week 3 - Chapter 2 (continued) and Chapter 3
Advantages of Aesthetics in Branding
Perceived Value for the Consumer
Aesthetic and Instrumental (Utilitarian) Benefits
Sustainability and Product Attachment

Week 4 - Chapter 4
Moving Away from an Egocentric View
The 5Ps as Reflection and Reinforcement of the Socio-Cultural Context
Differences between Cultures and Aesthetic Evaluations
Demographic Differences within a Culture and Aesthetic Evaluations
Individual Differences within Consumers and Aesthetic Preferences

Week 5 - Chapter 5
Formal Qualities of Color
Color Systems
Color Forecasting
Expressive Qualities of Color
Symbolic Qualities of Color
Importance of Color to Merchandising and Design Professionals
ASSIGNMENT: Lab 1 (Group) - Color

Week 6 - Chapter 6
Light and Lighting
Formal Qualities of Light
Expressive Qualities of Light
Symbolic Qualities of Light
Importance of Light to Merchandising and Design Professionals

Week 7 - Chapter 8
Texture
Visual Perception of Texture
Formal Qualities of Texture
Sources of Texture
Visual Effects
Textures of the Body
Expressive Qualities of Texture
Symbolic Qualities of Texture
Importance of Texture to Merchandising and Design Professionals
MIDTERM WEEK - Midterm Exam, Chapters 1-6

Week 8 - Chapter 7
Line and Shape
Formal Qualities of Line
Formal Qualities of Shape
Expressive Qualities of Line and Shape
Symbolic Qualities of Line and Shape
Importance of Line and Shape to Merchandising and Design Professionals

Week 9 - Chapter 7 (continued)
Shapes of the Body
Balancing Techniques
ASSIGNMENT: Lab 2 (individual) - Body Types/Balancing

Week 10 - SPRING BREAK

Week 11 - Chapter 9
Space
Formal Qualities of Space
Expressive Qualities of Space and Movement
Symbolic Qualities of Space
Importance of Space and Movement to Merchandising and Design Professionals

Week 12 - Chapter 10
Auditory Elements of Design
Formal Qualities of Music
Expressive Qualities of Music
Symbolic Qualities of Music
Importance of Auditory Elements of Design to Merchandising and Design Professionals

Week 13 - Chapter 10 (continued)
Olfactory Elements of Design
Formal Qualities of Fragrance
Expressive Qualities of Fragrance
Symbolic Qualities of Fragrance
Importance of Olfactory Elements of Design to Merchandising and Design Professionals
Presentations and Promotional Activities

Week 14 - Chapter 11
Desire for Complexity, Order, and Novelty
Preferred Level of Complexity and Order
Components of Complexity and Order
Preferred Level of Novelty
Importance of Complexity, Order, and Novelty to Merchandising and Design Professionals
ASSIGNMENT: Design Journal

Week 15 - Chapter 12
Gestalt Principles of Perceptual Organization to Achieve the Desired Level of Complexity and Order
Principles of Design Organization
Importance of the Principles of Design to Merchandising and Design Professionals

FINALS WEEK - Final Exam, Chapters 7-12

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

1. In-Class Activities - Will be assigned during each class period and will relate to the topic covered during the class. Activities are included in the text for each chapter. Will contribute towards course learning outcome # 3.

2. Lab 1 (Group) - Will address color psychology and marketing of apparel/furnishing product advertisement. Will contribute towards course learning outcomes # 2, 5.

3. Lab 2 (Individual) - Will address understanding of body types, morphology, and application of balancing techniques for apparel design/selection. Will contribute towards course learning outcome # 1.

4. Design Journal - Students will collect and comment on visuals representative of formal, expressive and symbolic qualities of design elements, and gestalt, design, and organizational principles. Will contribute towards course learning outcomes # 3, 4.


6. Final Exam - Will cover chapters 7-12. Will contribute towards all course learning outcomes except # 3.

(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:

1. In-Class Activities - Number of activities may vary - 10% of final grade
2. Lab 1 - 10% of final grade
3. Lab 2 - 10% of final grade  
4. Design Journal - 20% of final grade  
5. Midterm Exam - 25% of final grade  
6. Final Exam - 25% of final grade

(List all components of the course grade – including attendance and/or 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

(Include 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 an excused absence, 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 university courses. 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 for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1238 Haley Center, 344-2880 (V/T/T).