Proposal Form For Addition And Revision Of Courses

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

2. Course Prefix and Number: CAHS 5500/6500
3. Effective Term: Fall 2012

4. Course Title:
   Professional Development: Merchandising Portfolio
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

   Current Course Number:
   Proposed Course Number: 5500/6500
   Type of Revision:

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture</td>
<td>weekly</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

   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.
   CAHS 5850 (P/C) or Departmental approval

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

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Portfolio Development in print, digital, and web formats for merchandising students

11. May Count Either
    CAHS 5500 or CAHS 6500
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|--------------------------|
    | AMDP         | BS - AMDP - APME option | Electives               |
    |              |               | Prof. Elect              |

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
   - [x] Not Applicable
14. Justification:

In the fashion industry, merchandising job opportunities require both analytical and creative skills and the market place is highly competitive. Thus, the personally branded portfolio plays an important role to improve a merchandising student’s marketability by providing employers with the candidate’s evidence of ability. While the fashion design sector of the industry has historically required applicants to provide a portfolio, employers in the fashion merchandising sector have typically relied on personal interview and recommendations from references to decide the suitability of candidates for positions within the company. However, as the job market becomes more and more competitive, well-developed portfolios will allow candidates to stand out more impactfully than the written descriptions on resumes, thus helping portfolio holders to differentiate themselves from others.

This course also targets graduate students who pursue their careers in fashion merchandising/marketing areas. By incorporating research components (target market research or business case study) in their portfolios, they will be able to develop and demonstrate skills and knowledge about how consumer research and business analysis can be used to create sustainable competitive advantages and improve overall performance of the businesses.

(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:

NA - computer laboratory and faculty appointment are in place. The course has been taught the previous two years as a Special Topics course.

(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:

CAHS 5500 (undergraduate level)
On successful completion of this course, students will be able to:
- Develop and present a merchandising portfolio in print, digital, and Web formats that is representative of their analytical and creative skills.
- Apply computer skills in visual communication through the use of various computer software, including Photoshop, PowerPoint, Microsoft Word, and Microsoft Excel.
- Develop a portfolio integrating inspiration board, customer profile board, competition analysis board, brand concept boards, financial plan, visual merchandising plan, and resume.
- Develop other promotional pieces such as business card, letterhead, and CD cover.

CAHS 6500 (graduate level)
Besides the undergraduate level outcomes (portfolio), graduate students will be required to develop a separate consumer research or business case study paper, including such parts as introduction, literature review including study justification, methods, results, discussion and implications. They will also required to develop business and/or marketing strategies based on the findings of the research and present the essence of the research in their portfolio.

(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:

CAHS 5500 (undergraduate level)
Week 1:
Introduction: portfolio planning
Readings: Paulins & Hillery (2005) - CH 1 & 3
Bubonia-Clarke & Borcherding (2007) - CH2 & 3
Guérin, P. (2005)- CH2, 3, & 4
Week 2:
Work on fashion market and trend research, brand name, inspiration board, and target market research
Brand concept development
Photoshop lecture
Essay assignment Due
Reading: Kincade & Gibson (2008)-CH10

Week 3:
Work on Brand concept development. Fashion market and trend research, brand inspiration board, and target market research critique
Fashion market and trend research, brand inspiration board, and target market research Due
Work on Brand concept development

Week 4:
Work on Brand concept development

Week 5:
Brand concept development critique. Competitive analysis
Brand concept development Due
Work on competitive analysis
Readings: Levy & Weitz (2009) - CH5

Week 6:
Competitive analysis critique
Competitive analysis Due
Financial plan: Financial goal
Merchandise plan
Readings: Levy & Weitz (2009) - CH6 & 12

Week 7:
Work on financial plan: Financial goal
and merchandise plan
Financial goal and merchandise plan critique
Financial plan (financial goal and merchandise plan) Due

Week 8:
Financial plan: Assortment plan
Work on Financial plan: Assortment plan
Readings: Levy & Weitz (2009) - CH6 & 12

Week 9:
Assortment plan critique
Financial plan (assortment plan) Due
Five key item line sheets

Week 10:
Work on five key item line sheets
Visual merchandising plan
Five key item line sheet critique
Five key item line sheets Due
Readings: Pegler (2007)
Levy & Weitz (2009) – CH18

Week 11:
Resume: Guest speaker from Career Center
Developing PowerPoint presentation
Work on Visual Merchandising plan
Work on PowerPoint presentation

Week 12:
Visual merchandising plan critique
Visual Merchandising plan Due
Work on PowerPoint presentation

Week 13:
Web portfolio development lecture
Work on Web portfolio

Week 14:
Work on Web portfolio
Readings: Bubonia-Clarke & Borchering (2007) - CH8
Granger (2004) - CH2
Paulins & Hillery (2005) - CH 5

Week 15:
18. Assignments / Projects:

Project: Developing a portfolio
The procedures are as follows:
CAHS 5500 (undergraduate level)
  • Essay: A short essay addressing their job target and objectives, short term and long term goals in the fashion industry, and skills that make them an ideal candidate for the industry.
  • Market and fashion trend research: Market research (i.e., economic condition, general fashion business trend, and sales forecasting) and fashion trend research (i.e., color, fabric, and style) using various sources such as news articles, websites, and other trend forecasting materials.
  • Creating a brand name and developing an inspiration board
  • Target Market Research: Target market research in terms of demographic and psychographic information.
  • Brand concept development: Brand concept boards including color palettes, fabrics, and styles.
  • Competitive analysis: Competition analysis in terms of brand image, type of store, brand concept, target customers, classifications, price range of classifications, and competitive advantages.
  • Financial plan development: A 6-month merchandise budget plan and assortment plans of two classifications for women's and men's wear.
  • Key item description: Five key item development in terms of style, fiber content of the fabric, size range, country of origin, retail price, landed cost, and markup.
  • Visual merchandising plan: Store window display plan using Photoshop
  • Resume development
  • Web portfolio development using Wix.com

Class activities includes peer evaluation activities (critiques).

CAHS 6500 (graduate level)
  • Besides all components described above, graduate students will be required to conduct either target market (consumer) research or in-depth competitor analysis (e.g., case study) and submit a paper. They will develop their own research idea, collect data, analyze the data, and discuss how the findings can be used to develop effective business or marketing strategies. The research/case study will be incorporated into the final presentation and into the portfolio.

19. Rubric and Grading Scale:

CAHS 5500 (undergraduate level)
Final portfolio (print, digital, and Web) 30%
Essay 5%
Fashion market and trend research 5%
Creating a brand name and inspiration board 2%
Target market research (customer profile development) 3%
Brand concept development 10%
Competitive analysis 5%
Financial plan: Financial goal
<table>
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<th>Merchandise plan 10%</th>
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<tbody>
<tr>
<td>Financial plan: Assortment plan 10%</td>
</tr>
<tr>
<td>Five key item line sheet development 5%</td>
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<tr>
<td>Visual merchandising plan 5%</td>
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<td>Resume 5%</td>
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<td>Class participation 5%</td>
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<tr>
<td>% of Course Points Letter Grade</td>
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<tr>
<td>90.00% and above A</td>
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<tr>
<td>80.00% - below 89.99% B</td>
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<tr>
<td>70.00% - below 79.99% C</td>
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<tr>
<td>60.00% - below 69.99% D</td>
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<tr>
<td>Below 60.00% F</td>
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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:

By combining in-depth target market research and business analyses as research components in their portfolios, students will be required to utilize their research and analytical skills with communication skills in application to the business setting in which they wish to work. In addition, the research/case study will allow them to increase their understanding of current consumer market research and business practices and help them understand how research findings can be used to develop business/marketing strategies for fashion companies.

(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.))

(Include 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 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, 1234 Haley Center, 844-2096 (VITT).