Eastern Illinois University
Revised Course Proposal
FCS 3233, Apparel and Textiles Merchandise Budgeting

Please check one:  □ New course  X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  FCS 3233
2. Title (may not exceed 30 characters, including spaces):
   Apparel Textiles Merch. Budget

3. Long title, if any (may not exceed 100 characters, including spaces):
   Apparel and Textiles Merchandise Budgeting

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3

5. Term(s) to be offered:  □ Fall  X Spring  □ Summer  □ On demand

6. Initial term of offering:  □ Fall  X Spring  □ Summer  Year:  2010

7. Course description (not to exceed four lines):
   Inventory management concepts, practices and procedures related to the factors that produce profit in the
   apparel and textile industries.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
      There are no equivalent courses.
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate
      whether any prerequisite course(s) MAY NOT be taken concurrently with the proposed/revised course.
      FCS 2233 Fashion Distribution Systems and BUS 2101 Financial Accounting
   c. Who can waive the prerequisite(s)?
      □ No one  □ Chair  X Instructor  □ Advisor  □ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:  X Course may not be repeated.
      □ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: None
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial,
   writing centered or writing intensive]

10. Grading methods (check all that apply):  X Standard letter  □ C/NC  □ Audit  □ ABC/NC (“Standard
    letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates
    otherwise.)
11. **Instructional delivery method:** X lecture  □ lab  □ lecture/lab combined  □ independent study/research
□ internship  □ performance  □ practicum or clinical  □ study abroad  □ other

**PART II: ASSURANCE OF STUDENT LEARNING**

1. List the student learning objectives of this course:

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

   The student, after completion of this course, will be able to:
      - Evaluate steps of the buying and selling processes for apparel and textile products
      - Analyze the relationship of profit factors with total profit performance for apparel and textile products
      - Apply calculated mathematical processes to manage inventories effectively for apparel and textile products
      - Utilize accurate terminology in the retail environment for apparel and textile products

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      - Depth of content knowledge
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   Evaluate steps of the buying and selling processes for apparel and textile products
   Assessed in class activities, quizzes and exams
   Analyze the relationship of profit factors with total profit performance for apparel and textile products
   Written case study analyses and identification of alternatives
   Apply calculated mathematical processes to manage inventories effectively for apparel and textile products
   Apply standard mathematical principles and calculations in written assignments, quizzes and exams.
   Utilize accurate terminology in the retail environment for apparel and textile products
   Quizzes, examinations and written assignments

3. Explain how the instructor will determine students’ grades for the course:
   Examinations including final exam  50%
   Quizzes  25 %
   Case Studies  15 %
In-class discussions and assignments 10%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement
      of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction
      (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students
   enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered,
   and describe how the course satisfies the criteria for the type of writing course identified. (See
   Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45
fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient
details about content and procedures so that possible questions of overlap with other courses can be
addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the
course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of
time described above.

I. Merchandising Apparel & Textile Products for a Profit 3 weeks
   A. Defining basic profit factors
   B. Profit and Lost statements
   C. Increasing profits

II. Retail Pricing of Apparel & Textile Products 3 weeks
   A. Retail Pricing
   B. Markup Equations
   C. Price adjustment factors

III. Mark up/mark down factors Apparel & Textile Products 2 weeks
   A. Markup concepts
   B. Cost averaging case studies
   C. Mark up percentages and limitations

IV. Inventory allocation for Apparel & Textile Basic and Seasonal Products 2 weeks
   A. Maintaining inventory records
   B. Shortages and Overages
   C. Evaluations and adjustments
V. Merchandise plan for Apparel & Textile Basic & Seasonal Products  2 weeks
   A. Dollar planning
   B. Seasonal planning

VI. Buying Plan for Apparel & Textile Basic & Seasonal Products  3 weeks
   A. Open to Buy Control
   B. Terms of Sale
   C. Invoice Dating
   D. Anticipation
   E. Loading
   F. Shipping Terms

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   Revisions are needed to better prepare students for the changing economic global conditions and to meet career expectations and advancements. Students need additional mathematical exercises and case study problem solving to plan and control retail or wholesale inventories.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
      Not a general education course
   b. If the course or some sections of the course may be technology delivered, explain why.
      Not technology delivered

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   Students must have completed prerequisites to apply the concepts used for inventory planning and control.

3. If the course is similar to an existing course or courses, justify its development and offering.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
      This is a course revision and does not duplicate an existing course. The course is, however, similar to MAR 3875 Retail Buying in basic concepts. The faculty members teaching that course and the chair of the School of Business agree that it does not address the apparel and textile sourcing and merchandising specifics needed in for the students in Family & Consumer Sciences.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
      This is a course revision

4. Impact on Program(s):
   For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
Revised course is an elective for two concentrations, Apparel & Textile Design concentration and Merchandising concentration.

a. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   Initially assigned to Dr. Mary Lou Hubbard

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):


   Professional trade publications:
   
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: January 26, 2009

Date approved by the college curriculum committee: March 9, 2009

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: April 2, 2009        CGS:

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).