

FASH 146: FASHION ENTREPRENEURSHIP

In Workflow

1. FACS Committee Chair (shiltsm@csus.edu)
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Approval Path

1. Fri, 26 Mar 2021 19:57:28 GMT
Mical Shilts (shiltsm): Approved for FACS Committee Chair
2. Fri, 26 Mar 2021 22:55:45 GMT
Lynn Hanna (lhanna): Approved for FACS Chair
3. Thu, 08 Apr 2021 22:52:05 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
4. Tue, 13 Apr 2021 01:20:02 GMT
Mical Shilts (shiltsm): Approved for FACS Committee Chair
5. Tue, 13 Apr 2021 01:22:28 GMT
Lynn Hanna (lhanna): Approved for FACS Chair
6. Wed, 28 Apr 2021 19:38:02 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
7. Mon, 03 May 2021 21:59:29 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

History

1. Feb 23, 2021 by Dong Shen (dshen)

New Course Proposal

Date Submitted: Mon, 12 Apr 2021 21:08:09 GMT

Viewing: FASH 146 : Fashion Entrepreneurship

Last approved: Tue, 23 Feb 2021 07:28:49 GMT

Last edit: Mon, 12 Apr 2021 21:08:08 GMT

Changes proposed by: Dong Shen (101016574)

Contact(s):

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Catalog Title:

Fashion Entrepreneurship

Class Schedule Title:

Fashion Entrepreneurship

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Family and Consumer Sciences

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2022 (2022/2023 Catalog)

Subject Area: (prefix)

FASH - Fashion Merchandising and Management

Catalog Number: (course number)

146

Course ID: (For administrative use only.)

203329

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The purpose of this proposal is to convert FASH 146 Fashion Entrepreneurship, an existing course, to a service learning course.

In fall 2018, President Nelsen launched Sacramento State's anchor university effort in order to create a long-term and sustainable plan for lasting community engagement. In 2020, the Carnegie Foundation for the Advancement of Teaching rewarded Sacramento State's contributions and commitment to the Sacramento region with its prestigious 2020 Carnegie Community-Engagement Classification endorsement. The Fashion Merchandising and Management Program offers a BS in Fashion Merchandising and Management. Currently, the program does not have a service learning course, and efforts have been made to identify an appropriate course in order to add the serve learning component to the program curriculum. This will not only improve student success and educational experience, but also connect with our anchor university imperative.

The Sacramento region (with four counties combined) has tens of thousands of private-sector businesses, especially small businesses, which employ more than 600,000 employees. Many of them are in the fashion sector such as clothing, accessories, cosmetics, and interior design boutiques. Even before the pandemic, changes in brick and mortar retail has spurred the emergence of e-tailers that are now booming in social media during the pandemic.

The nature of FASH 146 and the existing connection with the local businesses made FASH 146 a perfect candidate for a service learning course in the fashion program, especially when in-person instruction resumes. FASH 146 is an upper division required course for all Fashion Merchandising and Management majors, and was offered for the first time in fall 2020. This course addresses the essentials of entrepreneurship in the fashion industry, including management, market segmentation, financial statements, cash flow, accessing capital, e-commerce, omni-channel retailing, and challenges facing emerging enterprises. In fall 2020, eight business owners and professionals were invited to the virtual class to help students obtain first-hand knowledge in business practices. At the end of the semester, students pitched their business models and plans to the business professionals. This group of local businesses are the potential community partners for FASH 146 service learning. Through the initial interviews conducted with them, most of these business owners shared the hurdles throughout their business careers related to social injustice and inequity. They have expressed their hopes to have Sac State fashion students to work with them to come up with effective strategies to tackle these issues.

Converting FASH 146 to a service learning course will lead to an increase in cost of schedule to the department. Specifically, 8 WTUs per academic year instead of 3 per AY will be needed. Currently, FASH 146 is offered each fall with one section of 40 students. After FASH 146 service learning course is approved, it will be offered in both fall and spring with one section each of 20 students. However, this is justified to provide students with the best opportunity for experiential learning and is appropriate for faculty workload. Converting FASH 146 to a service learning course will not only help students deepen their knowledge on-site and build community relationships that increase student success after college, but also anchor the university to the community by providing meaningful service to local businesses, and support the local community in the middle of social injustice and inequity.

The Course Component(s) and Classification(s) have been set to reflect the same qualities as the other service learning courses in the Department of Family and Consumer Sciences (NUFD 117 and FSHD 162). The expectation of students in our service learning courses is 45 hours per semester. The workload of the instructor is substantial and requires the communication between preceptors, students and faculty throughout the semester and even before the semester begins. It is much more labor intensive of a course than a traditional 35-40 student lecture discussion course.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This is a Service Learning course addressing the essentials of entrepreneurship in the fashion industry, enabling students to learn effective entrepreneurial and general management practice through service learning. Emphasis is placed on the essentials of planning that are vital to entrepreneurial success, step by step guide for starting a fashion business and effective business models, which focus on problems, solutions, key metrics and competitive advantages that will assist in pitching the business. Students complete 45 hours of fieldwork.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

Yes

Attach Service Learning Designation Approval

FASH 146 SL Designation Approval Letter 2021 .pdf

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

FASH 134

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Clinical
Lecture

Clinical Classification

CS#17 - Clinical Practice, Off Campus (K-factor=2 WTU per unit)

Clinical Units

1

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

2

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

At the conclusion of this course, students will be able to:

1. Evaluate factors that contribute to retail business success.
2. Identify the key qualities of a successful entrepreneur to conceptualize and sustain a business.
3. Examine, construct, and present a comprehensive business plan to demonstrate the significance of a well-researched and tested business plan and its benefits to both the entrepreneur and other stakeholders.
4. Interpret the steps involved in starting a business and define the different forms of business organization (partnership, corporation, proprietorship).
5. Analyze market research and identify the structure of a marketing plan, with an overview of the industry, the potential growth and trends.
6. Identify customer segments, customer channels, and customer relationships needed to build a go to market plan.
7. Explain market penetration and select the most effective way to reach an intended customer base by analyzing the competition and identifying geographic location for business.
8. Examine the process of how e-commerce buys and sells merchandise via the internet.
9. Develop a financial plan for a retail business that includes startup costs, sales projections, operating costs, financial statements, operations and control functions of the fashion retail business.
10. Evaluate an operating structure to include personnel, technology, facilities, and vendor structure.
11. Conduct research on a chosen product/service and its relation to the industry, competition, and other market considerations.
12. Identify academic, professional, and educational expectations of professionals in the field.
13. Create and implement a project that addresses real-life business concerns and applies research and theory to practice in an applied developmental context or community setting.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

• Midterm exam

The midterm exams will cover readings and materials discussed in class since the beginning of the semester up to the date of the midterm. This exam will include multiple choice and essay questions (to assess CLO 1-9).

• Final Exam

The final exam for this class will be cumulative, with emphasis on the material covered since the midterm. Specifically, the multiple-choice questions will focus on the material discussed in class and in the readings following the midterm, but also include light coverage of topics from the early part of the semester. You are expected to display general knowledge of material covered prior to the midterm in order to write essays for the final exam (to assess CLO 1-13)

• Reflective Discussion

Be an active participant in classroom discussions and activities. You will complete worksheets, engage in guided discussions, participate in small and large group discussions, share and reflect on fieldwork/servicing learning project, and collaborate on projects related to the goals of the course. These activities will take place in class as well as outside of class as written worksheets, assignments, and reflective journal entries. In addition, there are a few very important activities you'll need to complete in order to engage in the service learning project, including a reflective journal. The assignments are listed on the attached sheet, and will be discussed in more detail in class. (to assess CLO No.1-13).

• Service Learning Project

Throughout the semester, students will have been placed with community partner/business, to help them identify specific problems/challenges the business is facing, and apply what they learn in class and develop specific business plans/strategies for the local business partners. This is the opportunity for students to combine the content introduced in class with their analyses to form a well-executed final business plan, and the opportunity for students to relate the topics discussed in the class to their new business and gain entrepreneurial experience. Student groups will present and "pitch" their final business plan at the end of the semester to team members and community partners (to assess CLO No.1-13).

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Please attach any additional files not requested above:

Survey Report of FASH 146 Service Learning.docx
FASH 146 Service Learning Syllabus.docx

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Thu, 08 Apr 2021 22:52:05 GMT): Rollback: Please see email for requested clarifications.

Key: 14030