General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
Herberger Institute for Design and the Arts (CHI)	ASU FIDM (CFIDM)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
FSH	325	3

Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Personal Style and Wardrobe

Course Catalog Description

Methods of clothing selection, coordination, and evaluation for personal style and wardrobe strategies

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): minimum 24 hours; Credit is allowed for only FSH 325 or FSH 394 (Personal Style and Wardrobe) OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Humanities, Arts and Design (HUAD)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

FSH 325 (HUAD) GS Gold Syllabus.docx

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

Group 1:
1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Group 2:
1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.

2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

Group 1

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

Each module topic is covered during a week of the course. The following Modules align with The following milestones align with HUAD LO1, Group 1.

Module 1- Etiquette Introductions and greetings across cultures-
1. **Assessments: Lecture review quiz on interpersonal interactions in a contemporary context**

Module 6-What to wear-Interpreting cultural norms of dress for occasions and events.
1. **Assessments: Lecture review quiz**
2. **Discussion: Cultural norms of dress for events/occasions**

Module 12-Trends Analysis on trend origins and theories in both a historical and contemporary context.
1. **Assessments- Lecture review quiz on trends & theories**
2. **Discussion-Students analyze contemporary cultural trends.**

Module 13- Fashion seasons Overview of the international fashion calendar and types of fashion events.
1. **Assessments: Lecture Review quiz- fashion seasons and calendars,**
2. **Runway Slide activity- Students create a slide examining a contemporary runway show and include a historical insight of the history of the fashion event. Shows are international and exhibit cultural creations by nature.**

Course Project- Client Wardrobe Development:

Students complete 11 Milestone steps during the semester as they create a comprehensive wardrobe incorporating aesthetic elements and contemporary lifestyles for a client. The following milestones align with HUAD [Group 1, L01]:

Milestone 2: Your Season's Color Palette – Clients consider contemporary trends while creating a visual color board.

Milestone 3: Client Design Board & Summary – Clients develop a visual reference of their personal aesthetic by incorporating their unique cultural and contemporary perspective into their unique style

Milestone 4: Client Interview – Through peer interviews, stylists must interpret and identity factors such as culture, gender expression, and lifestyle shape personal fashion choices

Milestone 5: Stylist Design Board – Stylists curate an aspirational wardrobe, incorporating historical references, cultural trends, and contemporary fashion movements to align with their client's personal expression.

Milestone 7: In-Person Styling – Stylists apply historical and contemporary practices to develop three cohesive looks that align with the client's professional, formal, and personal style aspirations that work within contemporary cultural expectations.

Milestone 9: Client Wardrobe – Stylists design a functional two-week wardrobe that integrates modern fashion values like sustainability, budget-conscious choices, and personal aesthetics, reflecting shifts in fashion accessibility over time.

Milestone 11: Review & Reflection – Students assess how cultural, financial, and sustainability factors shaped the final wardrobe, considering the broader historical and contemporary context of fashion consumption.

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

Each module topic is covered during a week of the course. The following Modules align with The following milestones align with HUAD L02, Group 1.

Module 4 Color analysis- Interpreting personal color aesthetics visually and supporting classmates on assessments during class.
1. **Assessment: Project milestone 2**

Module 5- Body Shape- Interpreting body shape aesthetics and norms across cultures.
1. **Assessment: Lecture review quiz**
2. **Discussion on making personal choices for their body**
3. **Project milestone 3**

Module 6- What to wear-Interpreting cultural norms of dress for occasions and events.

1. **Assessment: Lecture review quiz**
2. **Discussion- cultural norms of dress for events/occasions**

Module 7- Design Theory- Interpreting and applying apply design theory strategies to dress
1. **Assessment: Lecture Review quiz**
2. **Project Milestone 5-creating a design board**
3. **Discussion on writing descriptions of Runway attire using design terminology**

Module 12-Trends Analysis on trend origins and theories in both a historical and contemporary context.
1. **Assessment- Lecture review quiz on trends & theories**
2. **Discussion-Students analyze contemporary cultural trends.**

Module 13- Fashion seasons Overview of the international fashion calendar and types of fashion events.
1. **Assessments: Lecture Review quiz- fashion seasons and calendars,**
2. **Runway Slide activity- Students create a slide examining a contemporary runway show and include a historical insight of the history of the fashion event. Shows are international and exhibit cultural creations by nature.**

Course Project- Client Wardrobe Development: (See description above)
1. **The following milestones align with HUAD LO2, Group 1:**

Milestone 2: Color Palette – Clients analyze and select colors that represent their identity and aesthetic, applying color theory and cultural symbolism to create a cohesive visual board.

Milestone 3: Client Design Board & Summary – Clients curate a visual representation of their personal aesthetic, incorporating elements of proportion, texture, silhouette, and cultural inspiration into their design board.

Milestone 4: Client Interview – Stylists apply creative decision-making by selecting and coordinating pieces that reflect the client's goals while adhering to contemporary fashion expectations

Milestone 5: Stylist Design Board – Stylists craft a visually compelling wardrobe concept using fashion principles such as balance, harmony, contrast, and cohesion to communicate an aspirational style for the client.

Milestone 7: In-Person Styling – Stylists physically assemble looks that align with the client's aesthetic

Milestone 9: Client Wardrobe – Stylists create a cohesive wardrobe that balances functionality and artistic expression, ensuring the selected pieces work harmoniously within a structured two-week styling plan.

Milestone 11: Review & Reflection – Students critically evaluate the aesthetic success of their final wardrobe, reflecting on how creative choices were informed by practical constraints, cultural considerations, and personal expression.

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

Each module topic is covered during a week of the course. The following Module Assessments and Milestones align with HUAD L03, Group1:

Module 5- Body Shape- Students interpret body shape aesthetics and norms across cultures.
1. **Assessment: Lecture review quiz**
2. **Project milestone 3**
3. **Discussion-students articulate and communicate decisions making for their body**

Module 7- Design Theory- Students apply design theory strategies to dress
1. **Assessment: Lecture Review quiz**
2. **Project Milestone 5-creating a design board, Discussion -students articulate and communicate descriptions of runway attire using design terminology**

Module 12-Trends Analysis on trend origins and theories in both a historical and contemporary context.
1. **Assessment- Lecture review quiz on trends & theories**
2. **Discussion-Students analyze contemporary cultural trends.**

Module 13- Fashion seasons Overview of the international fashion calendar and types of fashion events.
1. **Assessments: Lecture Review quiz- fashion seasons and calendars,**
2. **Runway Slide activity- Students create a slide examining a contemporary runway show and include a historical insight of the history of the fashion event. Shows are international and exhibit cultural creations by nature.**

Personal style review
1. **Discussion activity- Students are asked to take a personal stye quiz of their choice and share their results**

Course Project- Client Wardrobe Development: (See description above)
1. **The following milestones align with HUAD Group 1, L03:**

Milestone 2: Color Palette – Clients explore how their traditional color associations influence modern fashion while expressing their individuality through color selection.

Milestone 3: Client Design Board & Summary – Clients balance personal creativity with cultural and contemporary influences, showcasing how their individual style is shaped by both tradition and innovation.

Milestone 4: Client Interview – Stylists must interpret how cultural heritage, personal expression, and societal norms interact to shape an individual's fashion identity as they learn about their client

Milestone 5: Stylist Design Board – Stylists merge traditional styling elements with innovative trends to create an aspirational wardrobe that reflects the client's evolving personal style.

Milestone 7: In-Person Styling – Stylists collaborate with clients to bring their fashion vision to life, balancing personal creativity with cultural and professional expectations.

Milestone 9: Client Wardrobe – Stylists construct a wardrobe that integrates tradition (classic fashion principles), innovation (modern styling approaches), and the client's unique perspective.

Milestone 11: Review & Reflection – Students evaluate how their styling process balanced creativity, client needs, and practical constraints like budget and sustainability. They reflect on challenges faced, how feedback influenced their final wardrobe selections, and how their understanding of personal style evolved through the project.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Each module topic is covered during a week of the course. The following Modules Assessments and Milestones align with HUAD LO4, Group 1:

Module 3: Fashion Industry- Examination of narratives on the fashion industry processes.
1. **Assessment: Lecture review quiz**

Module 4: Product Segments- Reviews narratives and evidence of the relationship between cultural fashion terminology "luxury, couture, " quality and price
1. **Assessment" Lecture review quiz**
2. **Discussion: Communicate ideas using critical thinking to compare stores with evidence**

Module 5- Body Shape- Students interpret body shape aesthetics and norms across cultures.
1. **Assessment: Lecture review quiz**
2. **Project milestone 3**
3. **Discussion-students articulate and communicate decisions making for their body**

Module 6- What to wear-Interpreting cultural norms of dress for occasions and events.
1. **Assessment: Lecture review quiz**
2. **Discussion- cultural norms of dress for events/occasions**

Module 7- Design Theory- Students apply design theory strategies to dress
1. **Assessment: Lecture Review quiz**
2. **Project Milestone 5-creating a design board**
3. **Discussion -students articulate and communicate descriptions of runway attire using design terminology**

Module 11- Wardrobe Building and Quality- Communicate critical thinking on wardrobe essentials. Consider common narratives for quality and use critical thinking to assess garments.

1. **Assessments: Lecture Review quiz**
2. **Discussion: Use evidence from your personal wardrobe to assess quality.**

Module 12-Trends Analysis on trend origins and theories in both a historical and contemporary context.
1. **Assessment- Lecture review quiz on trends & theories**
2. **Discussion-Students analyze contemporary cultural trends.**

Module 13- Fashion seasons Overview of the international fashion calendar and types of fashion events.
1. **Assessments: Lecture Review quiz- fashion seasons and calendars,**
2. **Runway Slide activity- Students create a slide examining a contemporary runway show and include a historical insight of the history of the fashion event. Shows are international and exhibit cultural creations by nature.**

Course Project- Client Wardrobe Development: (See description above)
1. **The following milestones align with HUAD LO4, Group 1:**

Milestone 2: Color Palette – Clients create a visual color palette and find examples in their wardrobe, using imagery to communicate their personal aesthetic

Milestone 3: Client Design Board & Summary – Clients visually communicate their personal style narrative, using imagery and written explanations to express their unique aesthetic.

Milestone 4: Client Interview – Stylists use active listening and critical thinking to interpret client responses and translate them into meaningful fashion choices.

Milestone 5: Stylist Design Board – Stylists present a clear, visually compelling wardrobe concept that reflects their client's aspirations, backed by reasoning and creative vision.

Milestone 7: In-Person Styling – Stylists articulate their choices while collaborating with clients, justifying outfit selections through discussion and real-time adjustments.

Milestone 9: Client Wardrobe – Stylists develop a functional wardrobe plan, using reasoning and evidence to ensure the selections align with the client's goals and constraints.

Milestone 11: Review & Reflection – Students critically analyze their styling process, articulating successes, challenges, and lessons learned through structured reflection.

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a HUAD learning outcome.

1. **Evaluate a closet/wardrobe and make analytical recommendations [HUAD LO1, LO2, LO3, LO4; Group 1]**
2. **Demonstrate an understanding of body & color types [HUAD LO1, LO2, LO3, LO4; Group 1]**
3. **Evaluate the fit and quality of garments [HUAD LO4; Group 1]**

4. **Identify the fashion cycle, pendulum, and general theories on fashion trends [HUAD LO1, LO2, LO3, LO4; Group 1]**
5. **Create a wardrobe for a client as a stylist [HUAD LO1, LO2, LO3, LO4; Group 1]**

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Regan Fisher - February 11, 2025 at 1:14 PM (America/Phoenix)

Department Approval

Approved

Dennita Sewell - February 11, 2025 at 1:21 PM (America/Phoenix)

Miguel Barragan

Amanda Osman

GSC Coordinator Review

Approved

TJ Robedeau - February 12, 2025 at 8:50 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 12, 2025 at 12:12 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 12, 2025 at 12:35 PM (America/Phoenix)

April Randall

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - February 25, 2025 at 3:02 PM (America/Phoenix)

The committee recommends an R&R. It isn't clear how each course-specific learning outcome meets every single HUAD LO. We also would like additional detail on the assessments as to how they are assessing the LO. Assignment details would be useful for a few of the assignments used across LOs.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Regan Fisher

College Notification

Notification

Stephani Etheridge Woodson