

Form C - Part A

Request To Include A Course In The Core Curriculum

Submitting Department: Family and Consumer Sciences

Date Submitted: April 9, 2007

There are two appendices to this form which are referenced at various places in the form. It is suggested that these appendices be studied prior to filling out the form. [Appendix A](#) is a Texas Higher Education Coordinating Board document entitled **Core Curriculum: Assumptions and Defining Characteristics**. [Appendix B](#) is the current revision of the General Education Core Curriculum for Sam Houston State University, as approved by the Texas Higher Education Coordinating Board. Also, the abbreviation TCCNS stands for Texas Common Course Numbering System (TCCNS).

I. Course Identification

A. Course Prefix and Number FCS 160
(Must be a 100 - 200 level course)

B. Course Title Art in Design, Education and Fashion

C. Credit Hours 3

D. Check the appropriate item

1. Existing course
2. New course (Attach **Curriculum Report, Form B: Request for Addition of New Course**)
3. Existing course with new course number, new course title, and/or new course prefix (Copy the statement from **Curriculum Report, Form A** for this course in the space below)

II. Coordinating Board Criteria

A. Texas Common Course Numbering System (TCCNS): Supply one of the following:

1. TCCNS number _____
2. Date on which an application for a TCCNS number was submitted _____
3. At least one TCCNS course that will be accepted in transfer in lieu of this course:
ART 161 _____

B. This course is to satisfy (select one)

1. Part of the 36 credit hour state mandated portion of the core curriculum
(Chart 1 - Appendix B)
2. _____ Part of the institution portion of the core curriculum (Chart 2 - Appendix B)

C. Component Area in which the course is to be placed (Select **all** that apply)

1. _____ Communication
2. _____ Mathematics
3. _____ Natural Sciences
4. Humanities, and Visual and Performing Arts
 - i. Visual/Performing Arts
 - ii. _____ Other
5. Social and Behavioral Sciences
 - i. _____ U.S. History
 - ii. _____ Political Science
 - iii. _____ Social/Behavioral Science
6. _____ Institutionally Designated Option (**Chart 2 only**)

D. Basic Intellectual Competencies. Indicate which of the Basic Intellectual Competencies (as listed on pages 2 and 3 of Appendix A) will be addressed by the course.

1. X Reading
2. Writing
3. Speaking
4. X Listening
5. X Critical thinking
6. Computer Literacy

E. Perspectives in the Core Curriculum. Describe which of the perspectives (as listed on pages 3 and 4 of Appendix A) the course will provide and how that will be accomplished.

(Attach a separate sheet)

F. Exemplary Objectives for the Component Area. For each of the component areas indicated in Section II part C, address how the course satisfies the Exemplary Educational Objectives for that component area (as described on pages 4 to 9 of Appendix A).

(Attach a separate sheet)

III. Course Specifics and SHSU Criteria (Form B will substitute)

(Attach a separate sheet)

- A. Catalogue Description
- B. Prerequisites
- C. Course Objectives
- D. Course Topics or Course Syllabus

IV. Other Supporting Statements

On a separate sheet, give any other information in support of inclusion of this course in the Core Curriculum.

Addendum to Form C – Part A

II. Coordinating Board Criteria

E. Perspectives in the Core Curriculum

1. The course FCS 160 Art in Design, Education, and Fashion helps students to gain multiple perspectives on individuals in relationship to the larger society and world in which they live. Art as it functions in the interiors of spaces we occupy and through the apparel that we wear has the opportunity for a limitless number of configurations. Yet if this art as it functions in the lives of individuals and their environments fails to follow the basic elements and principles of artistic design, then the result (the interior of a space or an individual item of apparel or the combination of apparel pieces that go into the making of an “outfit”) is less than satisfying aesthetically. This type of art, “art as it functions in the lives of individuals and their environments,” is currently garnering a great deal of attention through the popular media, especially in shows such as “Trading Spaces,” “Extreme Home Makeover,” and “Project Runway.” A course such as FCS 160 helps students to better analyze critically such popular media productions.

Cultural and ethnic diversity is also covered throughout the course, both directly and indirectly as related to aesthetics. One of the six laboratory assignments in the course focuses on the Japanese moods of aesthetics, incorporating the study of Asian culture. Many of the bulletin board and three-dimensional display assignments that are produced reflect an individual student’s cultural or ethnic heritage – in the past several semesters, there have been bulletin boards and/or three-dimensional displays on topics such as Cinco de Mayo and Dia de los Muertos (Day of the Dead), both of which are Mexican holidays, and Black Heritage Month and the roots of jazz, both of which focused on African-American contributions. Feng Shui, the Japanese process of arranging elements of spaces in such a way that the arrangement promotes emotional wellness, is a frequent topic of both two- and three-dimensional displays. Students are encouraged to highlight their own cultural and ethnic heritages through this venue, and because the displays are seen in public places, all of the students who have classes in AB2 gain exposure to this cultural and ethnic diversity. Additionally, students may choose to develop bulletin board or display ideas on patriotism, military service, and various historical periods such as the Renaissance.

2. Students have the opportunity to discuss and reflect upon individual and social aspects of life through FCS 160 Art in Design, Education, and Fashion. One of the assignments involves planning arrangements of furniture and selecting finishes (wallpaper, carpet, paint colors, fabrics, etc.) for several rooms (living room, dining room, and bedroom). This assignment culminates in furniture plans with color rendering of materials selected, developed in scale. Thus, students apply the elements and principles of design as they work on drawings for these spaces, and then apply color knowledge to arranging finishes in a collage group. Again, the project is based on a critical analysis of spaces to meet human social needs and individual ideas of aesthetics.

3. It is widely recognized that appropriate use of the elements and principles of design to produce aesthetically pleasing surroundings promotes mental and emotional health and wellness. The additional information on Feng Shui supports this emphasis.

4. Not addressed in this course.

5. Students in FCS 160 have the opportunity to develop personal values for ethical behavior. Since art, including apparel and interior designs, often contains controversial elements, students must consider ethical values, audience perspectives, and personal values when developing their bulletin board and three-dimensional displays for the course. Bulletin boards and three-dimensional displays have covered topics as far-ranging as the ethical treatment of animals, sexually suggestive apparel, sexual assault, abortion rights (pro and con), environmental concerns, and problems associated with driving under the influence. Oftentimes students are surprised at classmates' responses to topics presented and thus personal values may be influenced over the course of the semester.

6. Students are required to make aesthetic judgments throughout the course. The entire course emphasizes applying the elements and principles of design to interior environments and to apparel, so that making of aesthetic judgments is incorporated into every assignment, from the student's interpretation of the color wheel to the creation of a fantasy costume to the rendering (with the application of color) of various textures. The course begins with various principles of design (unity or harmony, emphasis, proportion, balance, and rhythm) and then moves to the design elements (line, shape, texture, value, and color) and then applies these various principles and elements to projects and assignments. Students are consistently graded on how well they apply these basic art elements and principles.

7. The course FCS 160 Art in Design, Education, and Fashion requires that students use logical reasoning in problem solving. As various projects are discussed and analyzed, a design (whether it be a space, a piece of furniture or a garment) is pulled apart into its individual components. These parts are logically analyzed, changed, revised, and then put back together to create a unique new solution for the design problem. Additionally, as students progress through the projects, creating visual displays and bulletin boards, problems (both design problems and practical problems) arise along the way. Thus, students must use logical reasoning in problem solving throughout the course to receive a satisfactory grade.

8. This course helps students integrate knowledge and understand the interrelationships between the disciplines of art and family and consumer sciences. The students study and apply art as it functions in the lives of individuals and their environments. Within the FCS discipline, human ideas of aesthetics are a function of mental well-being. Students realize through class discussions that there are varying levels of acceptance of aesthetics applied to interior spaces and apparel. They also see how various groups define themselves regarding acceptance of art. For example, fashion outfits seen as aesthetically pleasing by young females may not be viewed the same way by other gender or age

groups, and color or decoration of an interior space which appeals to some individuals may not be viewed favorably by others. Some of the various factors which influence the interrelationships between individuals and their ideas of aesthetics, such as gender, age, socioeconomic status, and geographical location, are discussed.

F. Exemplary Objectives for the Component Area

1. Although students often have some awareness of works of art as they exist in sculptures and paintings, musical compositions and performances, and plays and musicals as they are presented on the stage, they often have little awareness of art as it functions in the lives of individuals and their environment. This course is focused on strengthening that awareness. As students plan interiors with aesthetic elements or as they select and combine pieces of apparel into an individual self-presentation, students are able to develop an awareness of and appreciation for expressions of art in a wide variety of works.

2. As students construct their own and view others' two- and three-dimensional projects, they develop an awareness of fashion and interiors as art that expresses human and individual values. Students begin to understand both fashion and interiors in a social context through viewing how they have changed in various historical periods. For example, a three-dimensional display of flapper dresses from the 1920s coupled with the idea that the dresses were very risqué for their time helps students to understand the concept of modesty as belonging to specific historic periods. A review of appropriate aesthetics in the decoration of interior spaces could lead to a three-dimensional display that is a re-creation of a space from the 1960's that reflected the minimalist, space-age trends of that era. Thus, students begin to understand that values (theirs and others) of appropriate aesthetics exist within an historical and social context.

3. As students understand, critically analyze, and apply the elements and principles of design, they are able to respond critically to works of art. Equipped with this background, they can visit a museum or gallery and view works of art in their environment and be more discerning consumers of the artistic quality of fashion and interiors. They understand what is appealing to them aesthetically as individuals and, more importantly, the rationale behind these decisions.

4. After working through several exploratory assignments, students apply their knowledge of art and skills in rendering to two assignments of their own design, one fashion and one interior. As students render the various textures and finishes using color marker and colored pencil media, they understand the physical and intellectual demands required of the illustrator of interiors and fashion pieces.

5. As students apply principles and elements of design in art as it functions in the lives of individuals and their environments, they will identify and discuss examples of each of these concepts, thus articulating an informed personal reaction to art seen in fashion and interiors.

6. The primary focus of this course is on the analysis of elements and principles of art and design as they apply to visual presentation of art in fashion and interiors. As students progress through this course, they develop an appreciation for this particular set of aesthetic principles.

7. Students develop both the knowledge and an awareness of how various cultures apply the elements and principles of design. Students are required to gain an understanding of Japanese ideas of aesthetics and apply them to work on assignments. They also become aware of Asian, Egyptian, European and American art through examples presented in class from which they can create an appreciation of cultural ideas of aesthetics. The successful student should be able to see past the cultural differences to acknowledge the application of art to these various presentations.

III. Course Specifics and SHSU Criteria

A. Catalogue Description:

FCS 160 Art in Design, Education, and Fashion. Specific attention is given to fundamental art elements and principles of design as they function in the lives of individuals and their environments. Opportunities are provided for a variety of experiences with art media through lecture-demonstrations. Practical application in two-dimensional and three-dimensional projects is made through laboratory experiences. (2-2). Credit 3.

B. Prerequisites: none.

C. Course Objectives:

Upon completion of this course the students should have the ability to:

1. understand fundamentals of design theories and design composition that apply to two-dimensional and three-dimensional art, interior spaces and fashion.
2. recognize the art elements and principles of design as depicted in works of fine art, interiors, and fashion with importance placed on elements of space, line, mass, shape, texture, and color, and principles of design including scale, proportion, balance, rhythm, emphasis and harmony.
3. investigate practical means by which the art elements and principles of design relate to coordinating visual appeal in interior design and fashion design through use of fabrics, finishes, and accessories.
4. be able to understand and apply color principles and theories to two-dimensional projects and three-dimensional displays.
5. develop creative solutions to problems through the application of art elements and principles of design including:
 - a. interior planning based upon analysis of the function of a space, furniture selection, and interior details in residential interiors;
 - b. apparel design based upon analysis of wearer: body shape, posture,

- textile fabrication, and apparel construction elements;
- c. application of color materials and furnishing illustrated in collages and sample boards.
6. develop critical thinking and visualization skills related to visual merchandising and marketing of fashion, floral, interiors, and other approved merchandising projects in two- and three-dimensional design displays.
 7. develop skills through laboratory experiences to successfully communicate a design idea to a viewer by means of rendering in marker and color pencil media.
 8. illustrate knowledge gained in lecture and laboratory experiences through the application of project development to career opportunities related to fields in family and consumer sciences.
 9. develop an appreciation of how interior spaces and fashions are viewed by various groups as aesthetically pleasing and interpreted as an enrichment of human lives.

D. Course Topics or Course Syllabus: See attached.

IV. Other Supporting Statements

It is clear that FCS 160 reflects the spirit and content of the criteria listed in THECB's "Core Curriculum: Assumptions and Defining Characteristics" for the Visual and Performing Arts' Exemplary Educational Objectives. As such, it would be appropriate to list it as an option under that portion of the core at Sam Houston State University. This type of course listing also is seen in other universities in the State of Texas which accept courses offered in architecture and design to fulfill the visual and performing arts core requirement. Several examples include Prairie View A&M University's listing of Design 2113 Design Illustration as an option for fulfilling Component Area IV, El Paso Community College's acceptance of a course entitled Architectural Aesthetics, and San Antonio College's acceptance of a course entitled Architecture, Society and Culture. Texas A&M University-College Station accepts both Design Communication and Design Communication Foundation, both under an Environmental Design prefix, as fulfilling the visual arts in Component Area IV of the university core. In fact, sixteen of the 31 state universities in the State of Texas accept courses outside of the traditional areas of Humanities, Art, Music, Dance and Theater (or Drama) in fulfillment of the visual and performing arts portion of Component Area IV.

At Sam Houston State University, an additional course that fulfills the requirement for this portion of the core is sorely needed. Dr. Bill Fleming, Director of the Student Advising and Mentoring (SAM) Center, reports that by early to mid-summer, prior to the fall semester, most of the fine arts courses across the campus are full. Adding to this situation, he points out that, when students enter Sam Houston and they have not passed the reading area of the THEA, they are not allowed to take any of the freshman-level reading-intensive courses such as History 163, Psychology 131, Sociology 131, etc., so

therefore students are advised into fine arts courses to help fill their schedules until they pass that area of the THEA.

The department currently offers 60 seats per semester for FCS 160 and we plan to offer as many as 80 seats per semester, an increase of 40 seats per year. This would benefit majors, minors, and all university students.