I. Catalog Description and Credit Hours of Course:

To explore and apply various forecast research methods in preparation for developing, planning, purchasing, or merchandising apparel lines and collections. (3)

II. Prerequisite(s):

FA 110 (Intro to Fashion Industry) or FA 207 (Textiles) or permission from an instructor

III. Purposes or Objectives of the Course:

A. Identify the frameworks that help forecasters organize observations, analyze change, explain fashion dynamics, and predict future direction.
B. Analyze the interrelationship between the disciplines of forecasting—textile, color, and style forecasting, consumer research, sales forecasting, and cultural indicators for long-term change.
C. Demonstrate ability to differentiate among classic and contemporary apparel designers.
D. Exhibit ability to identify consumer needs within market segments.
E. Implement skills in forecasting trends while analyzing sales forecasting within supply and demand.
F. Synthesize fashion forecasts that lead to actionable decisions for product development, promotion, and merchandising.

IV. Student Learning Outcomes:

A. Develop seasonal trend/textile/color forecasts using broadcast, print, and electronic sources of information.
B. Analyze current trends and application to fashion forecasting.
C. Integrate consumer, aesthetic and quantitative trend information into the product development process.

V. Expectations of Students:

A. Actively participate in class discussions and activities.
B. Complete assigned readings and exercises.
C. Attain a satisfactory level of achievement on examinations.

VI. Course Content: 45 hours

A. The fashion forecasting process
   1. Trend chasers: Who, what, where, when, why, and how
   2. Discovering the Zeitgeist
   3. Forecasting as a career
B. Introducing innovation
   1. Diffusion of innovation
   2. Fashion trends
   3. Consumer segmentation

C. The direction of fashion change
   1. Fashion movement
   2. The direction of fashion change
   3. Long-wave phenomenon and fashion cycles

D. Cultural indicators
   1. Navigating change
   2. Megatrends: Naisbitt’s breakthrough insight
   3. The process of long-term forecasting
   4. The long-term forecaster’s toolbox

E. Color forecasting
   1. The color story
   2. Organizations for professional color forecasters
   3. Color cycles
   4. Color research
   5. Color planning inside the textile and apparel industries

F. Textile development
   1. Fashion in fiber and fabric
   2. Sources of innovation in textile development
   3. Researching seasonal trends

G. The look: Design concepts and style directions
   1. Trend multiplication
   2. The fashion map
   3. Trend identification, analysis, and synthesis

H. Consumer research
   1. Business begins and ends with the consumer
   2. Listening to the voice of the consumer

I. Sales forecasting
   1. The future
   2. Sales forecasting basics
   3. Sales forecasting methods
   4. Sales forecasting in context
   5. Data mining – A step toward “real-time marketing”

J. Competitive analysis
   1. Competitive advantage
   2. Defining competitive analysis

K. Presenting the forecast
   1. Presentation design as a creative process
   2. Trend reporting
   3. Presentation techniques
   4. Avoiding forecasting traps
VII. Textbook(s) and/or Other Required Materials or Equipment:


Current fashion publications and media as assigned.

VIII. Basis for Student Evaluation:

A. Class participation 5%
B. Assigned Exercises 20%
C. Project 25%
D. Three Unit Examinations 30%
E. Final Exam 20%

The weights of evaluation criteria may vary at the discretion of the course instructor.

Grading Scale:
A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
F 59% & below

XIII. Academic Policy Statement:

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty.

Refer to:

http://www6.semo.edu/judaffairs/code.html

XIV. Student with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to

http://www.semo.edu/ds

XV. Academic Integrity Statement

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Shelba Branscum.