

**BOARD OF HIGHER EDUCATION  
REQUEST FOR BOARD ACTION**

**NO.:** BHE 22- 54

**BOARD DATE:** June 21, 2022

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**APPROVAL OF LETTER OF INTENT OF FRAMINGHAM STATE UNIVERSITY TO  
AWARD THE BACHELOR OF SCIENCE IN FASHION MERCHANDISING AND  
AUTHORIZATION FOR FAST TRACK REVIEW**

**MOVED:** The Board of Higher Education (BHE) has evaluated the Letter of Intent of Framingham State University to award the **Bachelor of Science in Fashion Merchandising** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the program and to make a final determination on degree-granting authority pursuant to the Fast Track Review protocol.

**VOTED:** Motion approved and advanced to the full BHE by the Executive Committee on 6/13/2022; and adopted by the BHE on 6/21/2022.

**Authority:** Massachusetts General Laws Chapter 15A, Section 9(b), AAC 18-40

**Contact:** Winifred M. Hagan, Ed.D., Senior Associate Commissioner for Strategic Planning and Public Program Approval

**BOARD OF HIGHER EDUCATION  
June 2022  
Framingham State University  
Letter of Intent  
Bachelor of Science in Fashion Merchandising**

**DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM**

Framingham State University (FSU) plans that the proposed Bachelor of Science major in Fashion Merchandising (BS/FM) will educate and prepare graduates to become ethical, and socially and environmentally responsible leaders in the global fashion industry and to excel in a variety of careers such as product development, buying, merchandising, retail management, and fashion promotion. The mission of the BS/FM major is to prepare students to enter the fashion merchandising and retailing industry. It is further expected that the program will combine instruction in and application of theoretical, practical, and experiential learning in fashion merchandising (including retailing, product development, promotion, digital technology, retail operations and management, and sustainability). FSU intends that the students will learn to thoughtfully consider the influences and implications of environmental, cultural, and social challenges on the fashion industry. It is further intended that the program will maintain strong partnership with the local businesses that provide students with an employer audience for the capstone project, as well as for internships, and professional opportunities located in the metro-west Boston area upon graduation.

The proposed Bachelor of Science in Fashion Merchandising was approved by the Framingham State University on Board of Trustees on May 12, 2021. The LOI was circulated on March 9, 2022. No comments were received.

**A. ALIGNMENT WITH MASSACHUSETT'S GOALS FOR HIGHER EDUCATION**

*Address Gaps in Opportunity and Achievement in Alignment with Campus-Wide Goals*

FSU reports that the BS/FM supports the goals of the University's mission, which includes Academic Excellence, Ethical Citizenship, Personal and Professional

Growth, Global Stewardship, Public Purpose, and Commitment, and Inclusive and Collaborative Community. These core values directed FSU's thinking, planning, actions, and initiatives in developing the goals for the proposed major. The narrative below presents each of the goals, details the key strategies for each of them and then discusses the action that will be taken within the proposed major to achieve each of the goals.

**GOAL 1:** *Provide a high-quality, highly relevant education, rooted in the arts and sciences that is transformative, distinctive, and responsive to evolving student, workforce, and societal needs.*

As part of workforce preparation and FSU commitment to internship experiences, majors are required to complete one course credit as 180 hours in a workplace environment. All majors are also required to complete a non-credit field study, two hundred hours field experience at an entry level retail sales position, before the end of their second year. Students in the proposed BS/FM Fashion Merchandising program will choose a concentration in either Retail Merchandising or Apparel Product Development and have related learning experiences. Opportunities will be provided for experiential learning through field trips to trade shows to both local, New England Apparel Club<sup>1</sup> (NEAC) and national, MAGIC<sup>2</sup> Fashion Trade Show. Students have the added opportunity to meet with industry professionals and guest speakers. Additional on-site visits to local fashion and apparel businesses are embedded in course curriculum along with international and intercultural experiences through faculty-led study trips. Students will also learn through taking have five open elective courses and will be encouraged to earn a minor in Anthropology, Art History, Studio Art, Business Administration, Chinese, Communication Arts, Economics, Entrepreneurship, Journalism, Marketing, Museum Studies, Psychology, Sociology,

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<sup>1</sup> *New England Apparel Club is an association of independent apparel, accessories, footwear, and gift representatives in New England. The Club's membership represents a wide range of brands, and their shows and publications reach more than four thousand buyers across New England and the East Coast. Retrieved 4/27/22 [About NEAC | New England Apparel Club \(neacshow.com\)](#)*

<sup>2</sup> *MAGIC is a high energy fashion experience and home to the largest selection of trend-driven and young contemporary apparel, footwear, and accessories in the industry. Retrieved 4/27/22 [MAGIC | MAGIC Fashion Trade Show Las Vegas \(magicfashionevents.com\)](#) magicfashionevents is part of the Informa Markets Division of Informa PLC. Informa is a leading international intelligence, events, and scholarly research group.*

and Spanish. As well, many students from across the University will be able to take fashion courses as open electives.

***GOAL 2: Prepare students to be ethical and engaged citizens committed to public purpose, inspired to serve, and eager to play leadership roles in their communities and workplaces.***

Disciplinary ethics, embedded within the curriculum, focus on a triple-bottom-line strategy, which is applied to business analysis and reflects concern for people, profit, and the planet. Both the environmental impact of textile and apparel production and the true cost of sometimes harsh working conditions are addressed as a means of preparing students to be ethical and engaged citizens. FSU plans that expanded leadership opportunities will be available to students through running major events that are held across campus during the academic year. These events raise awareness about topics such as sustainability, diversity, equality, and inclusion. The annual events at FSU include Fall 'Trashion' Show, Fashion Week, Make It Work design competition, the Spring Fashion Show, the Drag Show, and the Boston walk to support breast cancer research.

***GOAL 3: Provide student services and support systems that promote achievement of educational, personal, and career goals.***

FSU intends that by strengthening student advising and intentional mentoring, faculty will be more actively engage with students on a continual basis. This is planned to include assistance with career development, internship, and job placement, student/faculty collaborative research, and formal presentations at professional conferences university-wide, state-wide and at the national and international level. Student tutors will be available to provide support for upper-level Merchandising courses, students can be more engaged and feel greater ownership for their education.

***GOAL 4: Provide the physical, technological, and administrative infrastructure necessary to create a work environment that promotes excellence, encourages innovation, facilitates collaboration, and supports achievement of strategic goals.***

FSU has made a strong commitment to provide dedicated instructional space including two apparel classroom labs, two textile classroom labs, and two priority Merchandising general purpose classrooms. Priority scheduling is planned for a computer classroom where Mock Shop, visual Merchandising software, is installed on the desktops for course instruction and outside of class time learning. The newly renovated lobby close to classrooms is used as a popular gathering and study space for students and includes lobby display cases. These will be used to showcase student work throughout the academic year. Also available to students and faculty is the Costume and Textiles Resource Center housing approximately 4,000 costumes, accessories, textiles, books, and periodicals.

***GOAL 5: Play a critical and catalytic role as a partner in the MetroWest region's economic, social, and cultural development.***

Working alongside FSU's Career Services and Employer Relations office, the Suitable Solutions professionalism program has been created with Metrowest community partners United Way and TJX Corporate. The proposed program is expected to benefit from this partnership. Expanding relationships with local organizations as a way to increase experiential learning and employment opportunities for FSU students has been central to planning for the proposed BS/FM. FSU is committed to maintaining a strong relationship with the local fashion businesses for internships and career opportunities. The Fashion Design and Retailing (FDR) Industry Advisory Board, consisting of 9-12 members of our industry partners, has been established with the intent to provide FSU with input and ideas to collaborate with faculty and students and develop a leading edge in the apparel design and retail industry. As a way to promote FSU as a cultural center and destination point for members of the wider community, faculty have participated in many campus-wide initiatives open to residents of Framingham. This includes the 175th Anniversary Guest Lecture Series (on campus), the Framingham Public Library lecture series (downtown Framingham), and Fashion Club sponsors events

including the annual spring Fashion Show. The proposed program is expected to serve as an innovator and incubator supporting entrepreneurial ventures. In the capstone course Fashion Merchandising: Planning, Policies, and Implementations, students develop a business and buying/product line development plan for a hypothetical fashion retailer. This capstone experience is grounded in theory, practice, and implementation with a strong focus on the development of a socially responsible fashion business. Students in this course will have the opportunity to collaborate with FSU Entrepreneurship Center with the goal of launching newly developed businesses. Opportunities to take FSU's teaching and learning to off-site locations in partnership with local businesses, nonprofits, and other organizations in MetroWest is expected to develop once the program is approved. Existing partnerships with industry and businesses in Framingham, Natick, MetroWest, Greater Boston and throughout Massachusetts, serve approximately thirty students per year through local internships with fashion retailers both small and large. Students also complete the required two hundred hours field experience at an entry level retail sales position at many of these businesses prior to taking internships. There is also a broad presence of Fashion Design and Retail alumni working at all levels within companies located in the MetroWest area and throughout Massachusetts. The proposed BS/FM is expected to engage students in these learning experiences and opportunities.

***GOAL 6: Be a vibrant and inclusive living-learning community that attracts and retains students, staff, and faculty who embrace the University's core values and will enrich campus life with their presence and engagement. Engage in antiracism work, at the individual, interpersonal and system level.***

FSU reports that Diversity, Equity, and Inclusion (DEI) is forefront in the department as student demographics have changed dramatically within the past 10 years. Faculty are actively pursuing ways to reach students and expand knowledge and awareness of what it means to provide an equitable learning environment. Faculty have consistently participated in both campus-wide and national institutes and workshops, training opportunities, and semester long programs, focused on developing the critical skills and strategies for meeting the needs and abilities of

traditionally underserved students. Examples of these professional development opportunities include Widening the Circle, Equity NOW!, Racial Equity Policy Review Institute, Anti-Racist Pedagogy Academy, and Data-Driven Decision Making.

Other examples include faculty work with the FSU *Arts & Ideas* committee, an on-campus event featuring *Keisha Greaves*, the founder of *Girls Chronically Rock*, to learn about her diverse life and fashion industry experience in Spring 2020. *Keisha Greaves* day long visit in *FASH 253 Cultural Dress* examined the challenges of living with muscular dystrophy, advocacy for individuals living with physical disabilities and the challenge of finding clothes that fit and function. In Spring 2021, faculty-initiated meeting with students to discuss increases hate crimes and violence and what the department can change to better reflect the current realities in the US. The department is developing an equity statement and updating course content (i.e., history of costume, cultural dress) that has been limited by a Eurocentric approach, and broadening course perspectives to include more global cultural perspectives and traditions. FSU expects this work to be ongoing and embedded within the proposed program. In Fall 2021, the faculty retreat featured outside expertise on developing effective teaching strategies to better meet students' expectations and needs. Classes are taught with assignments that meet curriculum goals and are broadly defined to allow for students interests as well as racial, ethnic, and sexual identities to emerge. Students regularly choose the subject matter to research and create academic projects that reflect their interests and emerging fashion trends. Faculty are revamping content to include black fashion icons in relevant courses. The 2022 Student Fashion Show organized by the Fashion Club showcased the diversity of the department, by providing a platform for students to express themselves and share their voice and individual perspective. The event highlights students' levels of cultural awareness and understanding of diverse target markets and broad interpretations of ethnic fashion. FSU fully expects these developments will continue to flourish in the proposed BS/FM program.

*Program or Department Supports to Ensure Student Retention and Completion*

FSU has analyzed student advising, faculty-student interaction, technical support, and departmental and university resources as the supports for retention and completion, which are designed to work together for increased impact.

### **Advising**

FSU plans that at minimum, students in the program will be advised once each semester in a 15-40 minute advising appointment. Students will be required to meet with their advisor to obtain a code to allow them to register for courses for the next semester. During the advising appointment, the faculty and student will discuss course selection for the following semester and a long-term course sequence will be determined, accounting for prerequisites, study abroad, current life circumstances, internships, and professional goals of the student. Each faculty member will be responsible for between 20 and 30 advisees. An advising handbook created by faculty supports student success and includes career options, suggestions from previous students, student activities, discipline-related organizations and affiliations, transfer information, course sequencing, directed study courses, program strengths, learning goals, scholarships, and faculty contact information. The advising handbook is updated every year and available to student on the department webpages.

### **Faculty-student interaction**

In addition to formal academic advising, FSU provides informal opportunities for faculty-student interactions. Maintaining an active group email site that sends students notices about advising, job opportunities, and career advice; Uses Starfish<sup>3</sup> to improve faculty-student communication and an early academic warning system; Guiding student research projects and presentations at campus conferences and conventions (e.g., honor's thesis, independent study, class projects). In addition, throughout the academic year, faculty have created a culture of availability whether during office hours, after class, and being approachable to answer student questions when casually meeting on campus. FSU reports that the

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<sup>3</sup> *The Starfish platform brings insight to student data and allows campuses to take action and serve students proactively. Starfish removes complicated redundancies and barriers to modernize campuses proactively. Retrieved 4/26/22 <https://www.eab.com/products/starfish>*



faculty prides itself on their personal connections with the students. When internship and full or part-time job placement information is sent to individual faculty from alumni or local businesses, faculty make class announcements, place information on the Blackboard site, and send e-mail messages to advisees and other students. All faculty members write letters of recommendation for scholarships, employment and graduate school for current students and serve as references for recent graduates. The faculty members regularly receive messages from alumni informing them of their current endeavors. It is expected that this culture of encouraging and supportive faculty-student relationships will be replicated in the proposed program.

### **Technical support**

It is planned that the BS/FM program will work closely with university resources to support and enrich the experiences of students. Information Technology Services will provide specific computer and related technical support for computers, software, and media issues; The Education Technology Office (ETO) will provide faculty with support to optimize their effectiveness in using teaching and learning technologies in online learning environments through workshops, one-on-one consultations, and troubleshooting; Starfish software was introduced in spring 2017 to help faculty communicate with students and to make the process of reporting the academic progress of students easy and efficient. It is expected to be part of the proposed program. Features include online appointment scheduling, sortable student lists, at-a-glance information on students such as ID photos, program, major, and class. It also indicates any undergraduate flags, referrals, kudos, and student progress or early alerts.

### **Departmental resources**

The Department currently has four laboratory classrooms, two apparel design studios and two textile laboratories, as well as two priority merchandising seminar rooms. These spaces will serve the proposed program. Renovations to the design labs include cutting tables and new equipment, which will contribute to the quality

of the lab space for the proposed BS/FM. The Framingham State University Costume and Textiles Resource Center conducts research and houses approximately 4,000 costumes, accessories, textiles, books, and periodicals. The Resource Center includes costume archives, flat textile archives, reference library of texts and periodicals, and the Sonny Otero Collection of Fashion Books. The Resource Center has items from mid-1800s to the present day and includes items such as: 1960s mini dresses; 1918 US Naval Reserve uniform; women's shoes from the late 1800s; Chinese textiles; and Vogue magazine. The items in the collection are intended to be used by faculty and students for project research, and examples of design and embellishment techniques. The faculty and the lab technician are working with a librarian dedicated to digitizing the collection articles to update the digital archives and making a steady progress. The Center will provide a significant resource to the proposed program. Additionally, the textile lab serves as testing lab to teach Advanced Textiles. A photography studio has also been set up in this space along with three dedicated computers. It is planned that these resources will also be utilized in the proposed BS/FM program.

### **University resources**

Student tutors are made available to support fellow students for upper-level Merchandising courses through the Center for Academic Success and Achievement. Students are also encouraged to work with writing tutors as needed to meet academic writing expectations. The Henry Whittemore Library is a significant resource to support students. By collaborating with faculty and continually adopting new instructional techniques, the library staff has created a web-based resource specifically for Fashion Design and Retailing (FDR) students and purchased an extensive collection of fashion-related materials. Faculty instructors often request an embedded librarian for the courses which require students' ability to conduct library search for their research projects and this is expected to be part of the proposed program. Faculty have built and maintained a strong partnership with Career Services, and career planning and placement staff work in conjunction with faculty to support student assignments on resume writing, mock interviews, job/internship

search, and in developing an understanding of appropriate professional dress for interviews and in the workplace. Students and graduates are encouraged to continue to work with Career Services after graduation. The FDR department supports the Foundations<sup>4</sup> program and offers a section of one of the courses.

### *Alliances and Partnerships with PK-12, Other IHE's, Community Employers*

Partnerships with industry are a major strength of the existing Merchandising program and this is expected to be the case for the proposed BS/FM. FSU's location just sixteen miles west of Boston, is surrounded by international retailers and corporate retail headquarters as well as smaller scale privately owned fashion businesses. Faculty in the department are dedicated to developing relationships with industry partners and as a result of this, professional development and career opportunities are made accessible to students. Large companies such as TJX, BJ's Wholesale Club, Staples, DXL Group, David's Bridal, Rockport, J. Jill, NIC & ZOE, JCPenny, Louis Vuitton, Fossil, Talbot's, Nordstrom, Wayfair, Puma, New Balance, Reebok, Converse, and others offer a broad range of career opportunities. Smaller, often owner-operated, companies also provide unique insight into the challenges of running a small business and competing in a global market. Faculty dedication to industry outreach and the development of competitive internship placements supports an ongoing network of alumni in the Boston and MetroWest area. Industry partners often become members of the departmental Industry Advisory Board. FSU's Fashion Design and Retailing (FDR) Industry Advisory Board consists of 9-12 members from the industry, FDR faculty, two student representatives. The meetings are held twice a year (in May and October) and different topics are presented for discussions at each meeting. Discussion items have included business trends and impacts, relevant skill sets required for student success and have had direct impact on revision to course projects and curriculum. Some examples of FSU implementing

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<sup>4</sup> *Foundations is a course that is designed to support first-year students through their first semester.*

industry recommendations include ensuring students will have advanced level Microsoft EXCELL skills; providing opportunities for students to develop knowledge of how to support a product development team; develop knowledge of the processes involved in product design, from sourcing raw materials and finding production facilities, to shipping to retailers and considering product lifecycles.

Recommendations for students to graduate with the analytical skills and creative abilities have resulted in core classes covering key content areas such as garment construction, pattern-making, sketching, textiles, and buying are expected to prepare students in the proposed program for success in the fashion industry.

### **Internship Placements**

The FDR program has a strong network of alumni who work in the field and frequently hire FSU graduates through connections in internship and field study courses. The FDR alumni typically send faculty open positions that come available with many students and graduates finding positions through this process. Fashion alumni also serve as guest speakers in the classes, as sponsors of field trips to their company, and as speakers at the Career Symposium at FSU.

### *Relationship to MassHire Regional Blueprints*

FSU did not discuss the program's relationship to MassHire Regional Blueprint. A quick reference in reviewing the program indicated that Retail was in the category of "critical but not Prioritized" for various reasons. FSU expects that graduates of the proposed program will be prepared for employment in a broad variety of positions in the fashion industry. It is planned that throughout a student's course of studies supported by cumulative advising and the internship experience, a clear area of interest will emerge for individual students. As previously mentioned, many fashion companies are located in the MetroWest and Greater Boston area (TJX, DXL, PUMA, Reebok, New Balance, NIC+ZOE, BJ's, Wayfair, Timberland, The Paper Store, and Rockport etc.). In addition, FSU reports that there are also many small size boutiques and businesses in the area. A broad range of positions include merchandise buyer, merchandise

analyst, product allocation specialist, retail store operations and management, visual merchandiser, stylist and promotion specialists, product, and sourcing specialist. FSU further provided examples of multiple job description samples in the full LOI. Strong partnerships between individual students and faculty are characterized by FSU as especially beneficial when finding internship placements, as the relationship between faculty and career services is also strong. Students are supported in resume review, mock interview, and job search. The services available to students are introduced through assignments in courses and supported throughout the academic career and after graduation.

### *Duplication*

Lasell College in Newton MA and the University of Rhode Island in Kingston RI offer undergraduate programs in Fashion Merchandising. FSU and URI currently offer merchandising as a concentration, while Lasell offers the program as a major. Additionally, FSU plans that interstate tuition agreements will be made available for the proposed program, as they are currently available for FSU students from other New England states. (FSU provided a detailed comparative analysis between the proposed LOI and the Lasell and URI programs in the full LOI.)

### *Innovative Approaches to Teaching and Learning*

FSU reports that various advanced and innovative technologies and software have been implemented in the Fashion Design and Retailing curriculum and it is planned that these methods will be included in the proposed BS/ FM program. For example, one of the representative digital tools infused in the curriculum is Mockshop, a visual merchandising design and database software for creating a 3D virtual retail store. Students create a virtual retail store applying the merchandising concepts taught in class. The introduction of Mockshop<sup>5</sup> has increased internship opportunities for students at companies like PUMA North America who have used this software for

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<sup>5</sup> *Visual merchandising software that for clarity and analysis of visual product range. Retrieved 4/29/22 [MockShop Visual Merchandising Software - LookDepot](#)*

visual merchandising and store planning since February 2017. The company reached out to the merchandising faculty during the Mockshop purchasing process to establish an internship placement for students with proficiency in the use of Mockshop. The first FSU intern was placed in visual merchandising division in spring semester 2017. The development of a mock e-commerce site using wix.com<sup>6</sup> is another example of using digital tools in the curriculum, which is part of the BS/FM design. This practice provides students the opportunities to experience merging technology trends in fashion retailing. It additionally teaches students how to create an Omni-channel retailing format to meet consumer expectations. It is further planned that digital tools such as Adobe Illustrator and Gerber PLM Product Lifestyle Management will prepare students to be competitive in the job market and capable of meeting industry needs. As one of the experiential approaches, the Merchandising curriculum has an emphasis on internship experiences that is planned to be a significant feature of the proposed program with students completing 180 hours in the workplace. It is also planned that through study tours and trips, students will gain broad cultural learning experience, observe how international fashion business works, and develop a more expansive view of the global fashion industry. Study abroad is also expected to provide opportunities for students to learn new things about different cultures and economies, and better understand diversity within the industry.

## **B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION**

FSU expects that the proposed BS/FM major will align with FSU's mission statement as it prepares students to become ethical, and socially and environmentally responsible leaders who can excel in a variety of careers such as product development, buying, merchandising, retail management, and fashion promotion. Sustainable and socially responsible fashion business practices are integrated and emphasized in the curriculum. FSU intends that through theoretical, practical, and experiential learning, students will be prepared to enter the competitive, culturally, and socially diverse, global fashion industry. FSU plans to support

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<sup>6</sup> *Web site design platform*

students in availing themselves of the many services at the university and departmental level and participating in a broad range of campus activities. FSU underscores that the highlight of the springsemester is a dynamic and exciting collaborative campus event, the annual fashion show. It is organized by the students and brings all majors interested in fashion together to participate, including faculty, students, and staff.

### *Program Goals and Learning Objectives (Form B)*

FSU reports that the proposed Fashion Merchandising program is planned to provide students with a learning environment to gain the theoretical knowledge and practical skills to achieve success in the global fashion industry including retailing, product development, promotion, digital technology, retail operations and management, and sustainability. It is also expected to:

- Update the curriculum regularly such that it reflects the dynamic fashion industry (e.g., technologies, omni-channel retailing, methods of communication, shifts in consumer behavior).
- Develop students' professional skills (e.g., oral/visual presentation, research/analytical skills, peer evaluation/critiques).
- Maintain strong partnerships with the industry in Metro-West Boston area.

### *Student Learning*

FSU expects that students who complete the Fashion Merchandising major should be able to apply the principles of design, and motives of dress, to fashion and business theories, as they relate to the overall fashion industry; evaluate the interrelationships of the textile, apparel, and retailing industries in the global marketplace; integrate manual procedures with current technologies, as they relate to business and fashion applications; develop professional business, buying and promotion plans to meet the needs of a specific target market by applying principles of retailing; demonstrate

proficiency in retail industry strategies using appropriate methods and technologies; and evaluate sustainable business practices in the global fashion industry.

## **ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION**

### *Enrollment Projections (Form C, Appendices)*

The proposed Fashion Merchandising program is not anticipated to negatively impact enrollment in other programs at Framingham State University. It is anticipated that it may provide interest to undeclared students, as well as a more focused degree option for students in business and marketing who have general interest in fashion.

### *Resources and Financial Statement of Estimated Net Impact on Institution (Form D, Appendices)*

## **STAFF REVIEW AND VALIDATION**

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Bachelor of Science in Fashion Merchandising** submitted by **Framingham State University**. Staff validate that the **LOI** includes all data required by the Massachusetts Board of Higher Education. Staff recommendation is for BHE authorization for the Commissioner to review the program pursuant to the Fast-Track review protocol.



**Form A1: LOI Undergraduate Curriculum  
Outline**

**BA Fashion Merchandising**

<b>- Required (Core) Courses in the Major (Total # courses required = 12)</b>		
<b>- Course Number</b>	<b>Course Title</b>	<b>Course-Credit Hours</b>
FASH 003	Field Study in Merchandising	Zero course-credit
FASH 140	Principle of Apparel Construction	One course-credit
FASH 141	Fashion: Designer to Consumer	One course-credit
FASH 153	Consumer Textiles	One course-credit
FASH 223 or FASH 226	History of Costume or History of Textiles	One course-credit
FASH 245	Research Methods for the Fashion Industry	One course-credit
FASH 310	Retail Buying and Analysis I	One course-credit
FASH 326	Fashion Merchandising: Theory and Industry Analysis	One course-credit
FASH 362	World Market: Textiles to Retailing	One course-credit
FASH 496	Internship in Merchandising	One course-credit
STAT 117 or STAT 107	Introduction to Statistics or Business Statistics (can be satisfied within GenEd requirements)	One course-credit
FASH 464	Fashion Merchandising: Planning Policies and Implementation (Capstone)	One course-credit
	<b>Sub Total Required Credits</b>	Eleven course-credits
<b>- Prerequisite, Concentration or Other Requirements:</b>		
<b>- Concentration on Core</b>	<b>Concentration – Retail Merchandising - Seven (7) courses:</b>	
- FASH 241	Omni-channel Fashion Retailing	One course-credit
FASH 346	Retailing and Consumer Behavior	One course-credit
FASH 410	Retail Buying and Analysis II	One course-credit
FASH 452	Fashion Promotion	One course-credit
-	<b>Sub Total Required Credits</b>	Four course-credits
-	<b>200-level Restricted Elective Courses choose one (1) of the following:</b>	
FASH 200	Essential Methods for Fashion Design	One course-credit
FASH 208	Sustainability in the Fashion Industry	One course-credit
FASH 253	Cultural Dress	One course-credit
FASH 250	Special Topics in Fashion Design and Retailing	One course-credit
-	<b>300-level or above Restricted Elective Courses choose two(2) of the following:</b>	
FASH 354	Advanced Textiles	One course-credit
FASH 330	Digital Tools for the Fashion Industry	One course-credit

FASH 386	Apparel Product Development	One course-credit
FASH 390	Special Topics in Fashion Design and Retailing	One course-credit
FASH 455	Case Studies in Fashion	One course-credit
FASH 490	Independent Study in Fashion Design and Retailing	One course-credit
	<b><i>Sub Total Restricted Elective Credits</i></b>	Three course-credits
	<b><i>Sub Total Concentration Required Credits</i></b>	Seven course-credits
- <b>Concentration Core</b>	<b><i>Concentration – Product Development - Seven (7) courses:</i></b>	
FASH 200	Essential methods for fashion designer	One course-credit
FASH 241 or FASH 346	Omni-Channel Fashion Retailing or Retailing and Consumer Behavior	One course-credit
FASH 243	Advanced Apparel Construction	One course-credit
FASH 342 or FASH 352	Flat Pattern or Draping	One course-credit
FASH 372	Computerized Pattern Design: Gerber	One course-credit
FASH 354	Advanced Textiles	One course-credit
FASH 386	Apparel Product Development	One course-credit
-	<b><i>Sub Total Concentration Required Credits</i></b>	Seven course-credits
-	<b><i>Elective Courses (Total # courses required = 5 ) (attach list of choices if needed)</i></b>	
-	<b><i>Sub Total Elective Credits</i></b>	Five course-credits
<b><i>Distribution of General Education Requirements</i></b> Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Course-Credits
All students must satisfy a general education requirement consisting of ten (10) courses outside of the major department. The General Education Domain III-C (Global Competency, Ethical Reasoning, and/or Human Diversity) requirement is satisfied through the completion of the Fashion Merchandising major.		
Core English Writing and Core Mathematics		2 Course-credits
Creative Arts/Humanities/Foreign Language		3 Course-credits
Analysis, Modeling, and Problem Solving/ Natural Sciences		3 Course-credits
Perspectives on the Past / Perspectives on the Contemporary World / Global Competency, Ethical Reasoning, and/or Human Diversity		2 Course-credits
<b><i>Sub Total General Education Credits</i></b>		10 Course-credits
<b><i>Curriculum Summary</i></b>		
Total number of courses required for the degree		Thirty-two courses
Total credit hours required for degree		Thirty-two course-credits (Equals 128 semester hours)

**Framingham State University Course-Credit Explanation**

With the introduction of the Course-Credit program in 1971-1972, each Course-Credit is equivalent to four (4) semester hours (sixty (60) contact hours) for internal and external transfer use. There is no differentiation made in Course-Credit value between courses that require laboratory or studio work and those that do not. Only courses and Course-Credits equivalents accepted for transfer by the University are indicated on the academic transcript.

**Form B: LOI Goals and Objectives Form B: LOI Goals and Objectives**

Goal	Measurable Objective	Strategy for Achievement	Timetable
<p><b>Program Goals and Objectives are addressed above in the section B-2</b></p>	<p>Framingham State University will convene an advisory board for the Fashion Merchandising major comprised of faculty, students, alumni, and community members, including professionals from the fashion industry in New England. The advisory board will meet once a year.</p>	<p>Meeting agendas and minutes will reveal that the advisory board met once a year to review the Fashion Merchandising major and provide guidance.</p>	<p>Year 1-5</p>
	<p>Framingham State University will assess Students' capstone projects (business and buying plans) in Fashion Merchandising major.</p>	<p>Students' business and buying plans will be evaluated by the faculty, advisory board members, industry partners, and staff on the portfolio day in spring using assessment rubric. This will occur on a yearly basis.</p>	<p>Year 1-5</p>
	<p>Framingham State University will convene a half-day professional development retreat for faculty and staff who teach in the Fashion Merchandising major. Thereafter, this will occur on a yearly basis.</p>	<p>Meeting agendas and minutes will reveal that a professional development retreat for faculty and staff who teach in the Fashion Merchandising major occurred on a yearly basis.</p>	<p>Year 1-5</p>
	<p>Framingham State University will complete a review of the Fashion Merchandising major. The review will encompass information connected to curriculum, graduation rates and employment.</p>	<p>A program review report will be submitted to the Office of the Provost. The assistance of the advisory committee will be garnered during the program review.</p>	<p>Year 5</p>
	<p>Framingham State University will increase enrollment in the Fashion Merchandising major by ten students each year for the first five years.</p>	<p>Framingham State University will verify that student enrollment in the Fashion Merchandising major increased by ten students each year. The program faculty and staff will collaborate with diverse groups to support recruiting efforts.</p>	<p>Year 1-5</p>
	<p>Framingham State University will implement a post-graduation survey to obtain employment information on graduates.</p>	<p>The survey will reveal that the majority of the program graduates obtained employment in the field of fashion merchandising.</p>	<p>Year 4 on</p>

**Form C: LOI Program Enrollment**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Full-Time	10	10	5	5	5
Continuing Full-Time	30	40	50	55	60
New Part-Time	0	0	0	0	0
Continuing Part-Time	0	0	0	0	0
<b>Totals</b>	<b>40</b>	<b>50</b>	<b>55</b>	<b>60</b>	<b>65</b>

**Form D: LOI Program Budget**

<b>One Time/ Start Up Costs</b>		<i>Note: These numbers are not one-time costs, as we do not expect significant additional costs to develop this major. These numbers reflect current (not new additional) budget numbers and counts of existing faculty and staff for the department, with a projection for one additional Tenure-track hire in the second year and stipend to upgrade the textile lab/equipment</i>				
		<b>Annual Enrollment</b>				
<b>Cost Categories</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	Full Time Faculty (Salary & Fringe)	\$624,857	\$720,407	\$720,407	\$720,407	\$720,407
	Part Time/Adjunct Faculty (Salary & Fringe)	\$93,780	\$85,965	\$85,965	\$85,965	\$85,965
	Staff	\$99,182	\$99,182	\$99,182	\$99,182	\$99,182
	General Administrative Costs	\$962	\$962	\$962	\$962	\$962
	Instructional Materials, Library Acquisitions	\$4259	\$3859	\$3859	\$3859	\$3859
	Facilities/Space/Equip ment	\$1200	\$21,200	\$1200	\$1200	\$1200
	Field & Clinical Resources					
	Marketing					
	Events and Exhibitions	\$16,900	\$16,900	\$16,900	\$16,900	\$16,900
	Travel	\$2400	\$2800	\$2800	\$2800	\$2800
<b>One Time/Start-Up Support</b>		<b>Annual Income</b>				
<b>Revenue Sources</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	Grants					
	Tuition					
	Fees					
	Departmental	\$28,233	\$48,233 (One-time increase)	\$28,233	\$28,233	\$28,233
	Reallocated Funds					
	College Operations	\$817,819	\$905,554	\$905,554	\$905,554	\$905,554
<b>TOTALS</b>		\$846,052	\$953,787	933,787	933,787	933,787

