

**Residential CAT Community Proposal Form**  
**Department of Housing and Dining Services | K-State First**  
**Fall 2015**

*Residential CAT Communities (RCCs) are designed to foster intellectual and social interaction among students, their peers, and their instructors. They promote learning across disciplinary boundaries and integration of ideas. RCCs promote active and collaborative learning, and they help instructors and students create a rich, supportive, learner-centered environment.*

**RCC Leader(s)** Kim Hiller

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**RCC Name** The Psychology of Fashion

**RCC Size** maximum 22 students

**Sponsoring Unit** (College/Department/Program) Apparel and Textiles

**RCC Course Cluster.** Please list anticipated courses in the space below.

AT 245: Apparel and Textile Industry  
PSYCH 110: General Psychology  
The Psychology of Fashion (connections course)

**Theme.** Please describe the theme or focus of your RCC.

The focus of the RCC will be the interaction between fashion and psychological theories and concepts. The psychology of fashion is an exploration of the underlying motivations as to why people choose to wear the clothes they wear and the influence an individual's clothing has on both him or herself as well as on other people. In this RCC we will explore a variety of topics including (but not limited to) the meanings individuals link to dress, the relationship between personality and fashion, how clothing choices affect our self-perception, moods and emotions, and how clothing influences the perceptions/impressions of others.

**Rationale.** How will the individual courses integrate the theme/focus for this learning community? Please explain briefly the rationale for this combination of courses as well the pedagogical strategies you could use to explore the learning community's central theme.

AT K-State, the course AT 245 serves as an introduction to the apparel and textile (fashion) industry; and the primary objective of the course is to help students understand the full scope of the industry, its major components, how the components function, and they interact with the other components. Topics overviewed in the course include the apparel product-development process, apparel retailing and merchandising, and apparel promotion and advertising. Consumer behavior is a key component to all of these topics and psychological theories and concepts underlie most (if not all) consumer behavior theories. Psychological concepts such as perception, cognition, motivation, personality, and attitudes are central within the study of consumer behavior. These concepts, and how they relate to apparel consumer behavior, will be the focus of the RCC.

Having advised apparel and textile undergraduate students for a number of years, and in my current role as undergraduate program coordinator for apparel and textiles, students often communicate to me that they struggle to make connections between general psychology and their apparel and textiles curriculum. Therefore, I believe this combination of courses has the potential to make a significant impact on the first year experience of our students.

Pedagogical strategies used in the RCC to explore the theme of psychology of fashion would focus on active learning strategies. The connection course would include learning strategies such as group discussions, problem-based learning, research critiques, and in-class writing exercises. It is likely that some of the time in the connection course the students would be responsible for leading class discussions. I would also like to explore the use of POGILs (Process Oriented Guided Inquiry Learning) in the connection course as well having the students work together to design and execute a small research study related to psychology and fashion.

**Eligible or Ideal Students.** Who would be the ideal student population for this RCC? Who would be eligible to enroll?

The ideal student population for the RCC would be students who have already declared apparel and textiles as their major, students who are in the College of Business but are interested in pursuing a concentration in apparel and textiles, or students exploring apparel and textiles as a possible major. Additionally, psychology majors may find the RCC of interest to them. However, any first year student would be eligible to enroll if they are willing to live in the specified residence hall for the Fall 2015 semester.

**Recruitment.** Please outline any ideas you or your unit may have about actively recruiting students for your RCC.

The apparel and textiles program has a vibrant recruitment plan in place and during the spring 2015 semester we have a number of recruitment events already planned. We will be recruiting students to our apparel and textiles program through a Hot Career Night in

Kansas, with a booth at the FCCLA State Leadership Convention in Wichita, and with our annual Symposium and Showcase of Excellence. At all of these events we can promote the RCC. Additionally, our ATID advisor will use her student appointments during June Orientation & Enrollment to promote RCC. Another possibility would be inform the advisor in Psychological Sciences about the RCC.

**Co-Curricular Activity Planning.** Please describe the out-of-class activities or co-curricular events you would make a part of your RCC. It is understood that these plans are largely tentative at this point. For suggestions, please see the discussion of "Co-Curricular Events" in the "Design Parameters" section of the RFP.

- Participation in the KSBN events.
- A visit to the Historic Costume and Textile Museum or possibly another area museum that may have exhibits relevant to the psychology of dress.
- Attending a live play or film screening where we would focus on analyzing the costumes within the context of the RCC.
- A field trip to a retail environment to observe concepts of the psychology of fashion applied to visual merchandising and other promotional strategies.