I. Course Description:

Principles underlying origination, production, promotion, distribution, marketing, storage, advertising and consumption. Major topics and issues in the course include: definition and history of fashion and interior retailing, nature of fashion and interior retailing, role of change in fashion and interior retailing, categories of fashion and interior retailers, fashion and interior retailing careers and job search skills, fashion and interior retail customers, fashion and interior retail competition, fashion and interior retailer/supplier relations, fashion and interior retail legal and ethical behavior, selection of target market, fashion and interior retail site analysis and selection, fashion and interior retail financial management (merchandise budgets, accounting statements), fashion and interior merchandising, buying and handling (dollar merchandise planning, unit stock planning, selection of merchandise sources, vendor negotiations), merchandising pricing, customer services, managing human resources in fashion and interior retailing, analysis of fashion and interior merchandising, and current issues in fashion and interior retailing. Pre-requisite: junior standing. This course must be successfully completed before a permit for enrollment in HMS 420 (Internship) will be approved for Merchandising majors.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

Faculty, staff, alumni and students of Stephen F. Austin State University believe in doing things “The SFA Way”, by expecting the best from ourselves and from each other. We hold each other accountable when we fail to maintain these standards. Five “root principles” upon which the SFA Way are grounded, and that the members of the SFA community use to strive for personal excellence in all that we do are: respect, caring, responsibility, unity, and integrity. More information about these principles can be found at http://www.sfasu.edu/universityaffairs/182.asp.

The objectives of this course support the University Vision to be a “high quality, student-focused, comprehensive university whose graduates are productive citizens and successful leaders” and the University Mission to “provide students a foundation for success, a passion for learning and a commitment to responsible global citizenship”. Understanding the global nature of the fashion and interior merchandising industry is particularly important for professionals in fashion and interior merchandising to develop commitment to responsible global citizenship.

The objectives of this course support the James I. Perkins College of Education (PCOE) Vision, Mission, Goals and Core Values to “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development”. The PCOE values and goals are: 1) Academic excellence through critical, reflective, and creative thinking; 2) Lifelong learning; 3) Collaboration a shared decision-making; 4) Openness to new ideas, to culturally diverse people, and to innovation and change; 5) Integrity, diligence, and ethical behavior, and; 6) Service that enriches the community.

Student learning outcomes for fashion merchandising courses are aligned with the International Textiles and Apparel Association (ITAA) Four-Year Baccalaureate Program Meta-Goals—Industry Processes; Appearance and Human Behavior; Aesthetics and the Design Process; Global Interdependence; Ethics, Social Responsibility, and Sustainability; Critical, Creative, and Quantitative Thinking; and Professional Development.

Program Learning Outcomes:

This course supports Merchandising Program Learning Outcomes (PLOs) listed below:

- The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity and service) relative to the field of Human Sciences.
- The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.
- The student will demonstrate competence in his/her specific discipline using oral and written forms.
- The student will be knowledgeable of the trends in fashion merchandising.
• The student will know the global issues facing fashion merchandising.

“This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.”

Student Learning Outcomes:
Upon completion of this course, the student will have had the opportunity to:
• Understand the channels of distribution for fashion goods—apparel and accessories for men, women, and children and home interiors products
• Understand the retail merchandising environment
• Know retail formats and future potential
• Strengthen understanding of business and merchandising operations
• Understand various retail locations and importance of location
• Strengthen understanding of the role of the consumer in merchandising fashion and interiors products
• Understand merchandise planning and purchase methods for fashion and interiors products
• Develop skills in calculations used for merchandising planning
• Develop skills in conducting a job search related to fashion or interior merchandising
• Develop skills in analyzing merchandising and identifying opportunities to increase sales through improved merchandising methods
• Be familiar with current issues in fashion and interiors merchandising

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Methods of instruction will include readings and PowerPoint in D2L in addition to a variety of written assignments, discussions and exams. The course syllabus, course calendar, assignments, mail and grades will be available through the D2L course. Students are expected to check the D2L course page and course email daily. Class activities and a merchandising project will require hands-on application of course concepts by students. This senior-level course is designed with many written and researched-based activities including a job search packet which will provide students the opportunity to prepare for the internship in the subsequent summer. In addition, students will be required to complete six hours of documented community service during the academic semester.

IV. Evaluation and Assessments (Grading):

The course grade will be based on the percent of possible points earned for the following:

• Exam #1 covering Chapters 1-4 100 points
• Exam #2 covering Chapters 5-8 100 points
• Exam #3 covering Chapters 9-11 100 points
• Exam #4 covering Chapters 12-15 100 points
• Exam #5 covering Chapters 16-18 100 points
• Excellence in Brand Merchandising Project 100 points
• Job Search Packet 100 points
• Assignments/Activities/Discussions 160 points
  o Researching Retail Companies Writing Assignment (50 points)
  o Observing and Analyzing Customer Behavior Writing Assignment/Discussion (50 points)
  o Solving HR Problems Group Discussion (20 points)
  o Comparative Pricing Assignment (20 points)
  o Analyzing Retail Sales Promotion Discussion (20 points)
• Service Learning (6 hours per semester—documented) 60 points
  o Students are required to complete a total of six hours of community service documented by the facility at which the hours are completed. Merchandising faculty will assist in facilitating the connection between the student and the facility. The six hours of service will count for each course the student is enrolled during the current academic semester…not six hours per course enrolled.

Total Possible Points 920 points
Grading Scale:
A – 90% and above
B – 89 – 80%
C – 79 – 70%
D – 69 – 60%
F – 59% and below

Point Spread:
A – 920 – 828
B – 827 – 736
C – 735 – 644
D – 643 – 552
F – 552 and below

Philosophy & Policy for Evaluation
Completing an assignment does not automatically merit a grade of A. Average work will receive a grade of C. To receive a grade of B or A, the student must go above and beyond the basic requirements of the assignment.

A (Excellent) Student’s work is of exceptional quality and the solutions show depth of understanding of the assignment requirements. Submission is fully developed and presented well both orally and graphically. The full potential of the assignment has been realized and demonstrated. An “A” indicates work that is exceptional, out of the ordinary, and above and beyond what was required for the assignment. Hard work does not always yield this. Several “all-nighters” does not always yield this.

B (Good) Student’s work shows above average understanding and clear potential. All assignment requirements are fulfilled or exceeded and are clearly and concisely presented. Being in class every day does not always yield this.

C (Fair) Student’s work meets the minimum objectives of the course and solves major project requirements. Submission shows normal understanding and effort. Quality of submission, as well as the development of knowledge and skills is average. A “C” means you have done everything that was expected; you came to class, worked very hard, and generated a response to the assignment that was complete, average, and acceptable. It does not mean you have failed. Completing an assignment and working hard does not guarantee satisfactory results.

D (Poor) Student’s work shows limited understanding and/or effort. Minimum assignment requirements have not been met. Quality of submission or performance as well as development of knowledge and skills are below average.

F (Failure) Student’s work is unresolved, incomplete, and/or unclear. Minimum course objectives or assignment requirements are not met, and student's submission shows lack of understanding and/or effort. Quality of submission is not acceptable. Merely completing a project does not mean it earns at least a passing grade.

Students should check their grade points at least once a week in the D2L course system. Any discrepancies in points must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade points are considered final and will not be reviewed at a later date.

Grading Rubric for Excellence in Brand Merchandising Project---100 points

I. Written Report (50 points)
   a. Submitted in digital format as a .pdf file (Word/Excel/Adobe Photoshop, etc.)
   b. Saved as LASTNAMEFIRSTNAMEHMS419MERCHPROJ
   c. Written from perspective of a merchandiser for Billy Reid and could be used for a presentation to company executives, merchandising experts, and/or industry professionals (should be in third person having professional business-like tone)
   d. Research demonstrates familiarity with the brand, its history, and brand message
   e. Opportunities for improving brand awareness identified
   f. Details of recommendations for implantation described
   g. Recommendations designed to take place in an in-store environment
   h. Recommendations related to student's home market (home market named/described)
   i. Recommendations related to:
      i. Visual Presentation of Merchandise
      ii. Training/Support for Store Personnel
      iii. Inventory Assessments
      iv. Competitive Research
   j. Brand Visit Recaps or Recap of Online Brand Information

II. Visual Presentation Layout (50 points)
   a. Submitted in digital format as a .pdf file (PowerPoint poster)
b. Saved as LASTNAMEFIRSTNAMEHMS419MERCHBOARD
c. Uses images/brief text to communicate research findings and observations and recommendations described in written report (images may be imported images, photographs, or scans; sketches of floor and or display, etc.)
d. Presentation layout utilizes aesthetic elements and principles
e. Communicates clearly, self-explanatory
f. Presentation is professional and business-like

Grading Rubric for Job Search Packet – 100 points

I. Format (10 pts.)
   Electronic format, one document, Cover page labeled with student name only

II. Cover Letter (20 pts.)
   Letter Form, Addressed to Specific Person with Correct Job & Personal Title, Clearly Written, Sells the writer, Keeps Writer in Control of Follow-up, Free of Grammar/Spelling/Typo Errors

III. Personal Resume (20 pts.)
   One page only, One-inch margins, Dark clear type, Easy-to-read, Reverse chronological order, Precise job objective (may be in cover letter), Education experiences, Work experiences, Free of grammar/spelling/typographical errors, Eye-appealing format

IV. List of Prospective Employers (10 pts.)
   At least ten appropriate contacts, Contact information included

V. Report on a Prospective Employer (20 pts.)
   Content—Ownership, No. of units, Financial condition, Competitors, History, Key people, Unique policies, Employee dress, Recent innovations/goals, Salary ranges, Day-to-day problems, Public image
   Format—Sentence/paragraph form, Clearly written, Introduction & conclusion, Free of errors, Neatly prepared, Several sources, APA-style citations & reference list

VI. List of Questions (20 pts.)
   Appropriate questions to ask in an interview, Based on research about company

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>TEXT READINGS</th>
<th>ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course and course syllabus</td>
<td>Chapter 1: ROOTS AND RUDIMENTS</td>
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<tr>
<td>1/16</td>
<td>Definitions and Dynamics; Marketing Approach</td>
<td></td>
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<td>1/18</td>
<td>Multichannel Retailing</td>
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<td>1/23</td>
<td>Types of Ownership</td>
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<td>1/25</td>
<td>Retail History</td>
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<tr>
<td>1/18</td>
<td>Retailing and the Economy</td>
<td>Chapter 2: THE RETAIL ENVIRONMENT: DYNAMICS OF CHANGE</td>
<td>Writing Assignment: Researching Retail Companies (50 points)</td>
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<tr>
<td>1/23</td>
<td>Political, Trade, Legal Aspects</td>
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<td>1/25</td>
<td>Demographic and Social Changes</td>
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<td>1/25</td>
<td>Retail Competition and Other Influential Factors</td>
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<td>1/30</td>
<td>Retail Strategy Development</td>
<td>Chapter 3: STRATEGIC PLANNING: ADAPTING TO CHANGE</td>
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<tr>
<td>1/25</td>
<td>Critical Aspects of Change and Retail Solutions</td>
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<td>1/30</td>
<td>Strategic Ownership Changes</td>
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<td>1/30</td>
<td>Influences on Customer Behavior</td>
<td>Chapter 4: CUSTOMER BEHAVIOR</td>
<td>Writing Assignment: Observing and Analyzing Customer Behavior (50 points)</td>
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<td>1/30</td>
<td>Factors Affecting Customer Behavior</td>
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<td>1/30</td>
<td>Customer Behavior Variables</td>
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<tr>
<td>2/1</td>
<td>UNIT ONE EXAM</td>
<td>CHAPTERS 1–4</td>
<td>Open in D2L on 2/1 from 8:00 am – 11:30 pm</td>
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<td>4</td>
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<td>Chapter 5: BRICK-AND-MORTAR RETAILING</td>
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</table>
| 2/6 | • Department Stores  
      • Specialty Stores  
      • Discount Retailers  
      • Food Retailers  
      • New Directions and Strength | |
| 2/8 | • Direct Marketing  
      • Direct Selling  
      • Nonstore Retailing  
      • Multichannel Integration  
      • Strengths | Chapter 6: DIRECT MARKETING AND SELLING | Researching Retail Companies Writing Assignment due in D2L DropBox by 2/8 at 11:30 pm |
| 5   |               | Chapter 7: ELECTRONIC RETAILING | |
| 2/13| • Online Retailing Overview  
      • Retailer and Consumer Perspectives  
      • Website Design | |
| 2/15| • Online Strategies and Policies  
      • Electronic Retailing Options  
      • Kiosks, TV, Mobile  
      • Strengths | Chapter 7 | Observing and Analyzing Customer Behavior Writing Assignment due in D2L Dropbox and Discussion posted by 2/15 at 11:30 pm |
| 6   |               | Chapter 8: GLOBAL RETAILING | Excellence in Brand Merchandising Project (100 points) |
| 2/20| • Overview and Impact  
      • Dynamics of Global Expansion  
      • Advantages and Disadvantages  
      • Criteria for Global Success | |
| 2/22| • International Trade Issues  
      • Cultural Influences and Issues  
      • Expansion: The Flow of Retailers  
      • Global Retailing in a Multichannel World | Chapter 8 | |
| 7   | UNIT TWO EXAM | CHAPTERS 5–8 | Open in D2L on 2/27 from 8:00 am – 11:30 pm |
| 2/27|               | Chapter 9: SITE SELECTION | |
| 3/1 | • Criteria for Site Selection  
      • Finding the Optimal Site  
      • Types of Retail Locations  
      • Trends in Leasing and Property Acquisition | |
| 8   |               | Chapter 10: SHOPPING CENTERS AND MALLS | |
| 3/6 | • Classification of Shopping Centers and Malls  
      • Challenges and Strategies  
      • Shopping Center Management Trends | |
| 3/8 | • Components of Store Image  
      • Planning Store Design  
      • Space Allocation and Profitability  
      • Tangibles and Intangibles  
      • Visual Merchandising | Chapter 11: STORE DESIGN AND VISUAL MERCHANDISING | Excellence in Brand Merchandising Project due in D2L DropBox by 3/8 at 11:30 pm |
<p>| 9   | SPRING BREAK | SPRING BREAK | SPRING BREAK |
| 3/13 - 15 |            | | |
| 10  |               | | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Assignments</th>
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<td>UNIT THREE EXAM</td>
<td>CHAPERS 9–11</td>
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<td>3/22</td>
<td>- Definitions, History, Structure</td>
<td>Chapter 12: PRINCIPLES OF MANAGEMENT</td>
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<td>- Organizational Leadership</td>
<td>Job Search Packet Assignment (100 points)</td>
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<td>- Selected Job Profiles</td>
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<td>- Characteristics of Effective Organizations</td>
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<td>- Assessing Your Management Style</td>
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<td>3/27</td>
<td>- Retail Employment Trends</td>
<td>Chapter 13: HUMAN RESOURCE MANAGEMENT</td>
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<td>- HR Planning and Budgeting</td>
<td>Solving HR Problems Group Discussion (20 points)</td>
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<td>- Human Resource Components</td>
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<td>- Compensation and Benefits</td>
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<td>- Responsibilities of HR Managers</td>
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<td>3/29</td>
<td>EASTER BREAK</td>
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<tr>
<td>4/3</td>
<td>- Profit Management Models and Tools</td>
<td>Chapter 14: FINANCIAL ANALYSIS AND MANAGEMENT</td>
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<td>- Financial Performance Accountability</td>
<td>Solving HR Problems Discussion Post due for Groups by 4/3 at 11:30 pm</td>
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<td>- Financial Trends and Tactics</td>
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<td>4/5</td>
<td>- Merchandising: The Core of Retailing</td>
<td>Chapter 15: MERCHANDISING MANAGEMENT</td>
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<td>- Sources of Customer Information</td>
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<td>- The Dollar Merchandise Plan</td>
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<td>- The Unit Plan: Building the Assortment</td>
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<td>4/10</td>
<td>- The Merchandising Team</td>
<td>Chapter 15</td>
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<td>- Sources of Market Information</td>
<td>Job Search Packet Due in D2L DropBox by 4/10 at 11:30 pm</td>
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<td>- Additional Sources</td>
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<td>- Key Trends in Merchandising and Sourcing</td>
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<td>- Finalizing the Purchase</td>
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<td>4/12</td>
<td>UNIT FOUR EXAM</td>
<td>CHAPERS 12–15</td>
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<td>Open in D2L on 4/12 from 8:00 am – 11:30 pm</td>
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<tr>
<td>4/17</td>
<td>- Pricing Objectives</td>
<td>Chapter 16: PRICING FOR PROFIT</td>
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<td>- Factors Affecting Pricing</td>
<td>Comparative Pricing Assignment (20 points)</td>
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<td>- Retail Pricing Practices</td>
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<td>4/19</td>
<td>- Retail Pricing Techniques</td>
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<td>- Promotional Pricing</td>
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<td>- Methods of Price Setting</td>
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<td>- Pricing and Profitability</td>
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<tr>
<td>4/24</td>
<td>- Setting Objectives and Budgets</td>
<td>Chapter 17: PLANNING RETAIL PROMOTION</td>
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<td>- Components of the Promotional Mix: advertising, sales promotion, publicity, public relations, personal selling, and customer service</td>
<td>Analyzing Retail Sales Promotion Discussion (20 points)</td>
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<td>- Customer Relationship Management</td>
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<td>4/26</td>
<td>- Supply Chain Management</td>
<td>Chapter 18: MONITORING THE SUPPLY CHAIN</td>
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<td>- Physical Distribution and Logistics</td>
<td>Comparative Pricing Assignment Due in D2L DropBox and Discussion post created by 4/26 at 11:30 pm</td>
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</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Regular reading assignments from the required textbooks below are listed on the course calendar above and may be supplemented by occasional assigned reading of trade publication articles.

Required:

FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

University Policies and Information—This class will adhere to all applicable university policies. Students should read and be familiar with policies in the General Bulletin.

Assignments—To receive points for an assignment, it must be submitted AS INSTRUCTED, through the D2L DropBox or in class. To receive credit, any work must have the student name prominently displayed on the first page, or if in a folder or notebook, on the outside as well. Any work submitted to the instructor for grading must be neat and professional. Late work will automatically be penalized 5 points, even if it is only minutes late. It is your responsibility to submit your assignments on time. MISSING WORK SUBMITTED MORE THAN ONE WEEK AFTER ITS DUE DATE OR DURING DEAD WEEK WILL ONLY BE ELIGIBLE FOR HALF CREDIT. ABSOLUTELY NO STUDENT WORK WILL BE ACCEPTED AFTER THE LAST SCHEDULED MEETING TIME. In other words…no work may be submitted during finals exam week or thereafter.

Exams—Students are expected to be on-time to begin each exam. Those arriving late will not be granted additional exam-taking time. Those arriving after any other students have completed the exam and left the room will not be allowed to take the exam and will receive zero points for the exam. To begin the exam and during the exam period, the student work area must be cleared of all materials except the scantron answer sheet and/or instructor provided answer sheet and pencil or pen. All books and papers must be closed and stored out of sight beneath the seat or table. Cell phones must be turned off and stored out of sight during exams. No caps or sunglasses should be worn during exams. No electronic listening devices of any kind may be used during exams. Students may not leave the room then return again to finish an exam. If a student must leave the room, the exam must be turned in prior to exiting. Students must read and follow
directions in filling in the scantron answer sheet correctly. Failure to fill out the form correctly may result in a penalty of up to 10 points.

**Missing an Exam**—According to university policy, serious personal illness or death in one’s immediate family are acceptable reasons for an exam to be missed. Zero points will be recorded for an exam when missed for unacceptable reasons. When an acceptable reason arises, to receive points, the student must notify the instructor PRIOR TO THE EXAM and provide written documentation/proof for the reason upon returning to class. Only if these two requirements are met, the grade earned on the final exam will be counted twice to replace the missed exam grade. This procedure applies to missing one exam only. All students must take the final exam at the official university-scheduled final exam time. Any requests for other times for the final exam must be for legitimate reason and must be submitted in writing at least two weeks in advance to allow approval through appropriate university channels. NO MAKE-UP UNIT EXAMS ARE OFFERED. Any extenuating circumstances must be discussed individually with the instructor during office hours or by appointment.

**Cell Phones**—Cell phone use is not allowed during class or exam time, unless otherwise instructed. Cell phones must be turned off and stored out of sight when class begins and remain off and out of sight until class is dismisses at each class meeting. Cell phones are a distraction to the instructor and to other students in the course…please be mindful of that!

**Laptop Computers and Tablets**—Laptops and tablets may be used in class for class purposes ONLY, except during exams. There may be times during which you are instructed to utilize laptops or tablets for in-class activities in order to enrich learning. However, the instructor has the right to ban computers for the remainder of the semester in the class if students are observed during any class meeting to be using devices for inappropriate purposes unrelated to class.

**Honors Contracts**—Any requests for honors contracts must be presented to the instructor, discussed, approved and submitted to the Honors office before the end of the third week of classes.