School of Human Sciences  
HUMAN SCIENCES 452.501   ENTREPRENEURSHIP IN FASHION AND INTERIORS MANAGEMENT  
Fall 2019  

Instructor:  Nancy Shepherd, Ph.D., CFCS  
Office:  HMSS 102A  
Office Phone:  936-468-1413  
Other Contact Information:  Dept 468-4502  
Prerequisites:  HMS 408/419  

Course Time & Location:  ONLINE  
Office Hours:  T/R 11-12 am, W- 8:30-10:30 am, F 10-11 am online, or by appt.  
Credits:  Three semester credit hours  
Email:  Use D2L course mail  

I. Course Description:  
Comprehensive study of retail management, research and planning needed by entrepreneurs to start and operate a fashion or interiors retail firm; application of merchandising procedures to the management of a fashion or interiors business. Course fees $51. 

Course Justification:  MRCH 452 Entrepreneurship in Fashion and Interior Management is a 3 hour credit course. This course is delivered face-to-face or hybrid and requires the completion of a significant project and presentation as a capstone project. Students engage in significant written work submitting multiple drafts of components of the larger projects over the course of the 15 weeks culminating with the oral presentation and submission of the final project during week 16. 

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

The objectives of this course also support the James I. Perkins College of Education Mission to “prepare competent, successful, caring, and enthusiastic professionals.” 

The current draft of International Textiles and Apparel Association (ITAA) Four-Year Baccalaureate Program Meta-Goals was also considered in developing student learning outcomes. The document lists the following 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. 

HMS 452, like all Human Sciences courses, also aligns with the Family & Consumer Sciences (FCS) Body of Knowledge—the following group of 11 commonalities which unify and provide a foundation for professional practice for all FCS specializations including CDFL:  

1. Human Ecosystems—emphasis on connections between people and their physical, human-built, social/behavior environment  
2. Life Course Development—consideration of individuals and families across time (ages, generations, historical periods)  
3. Basic Human Needs—focus on meeting people’s needs for food, clothing, shelter, and relationships  
4. Individual Well-Being—promotion of physical, emotional, material, social, and spiritual well-being  
5. Family Strengths—development of strong families  
6. Community Vitality—consideration of the surrounding environment of individuals and families  
7. Wellness—promotion of optimal functioning in every dimension of life  
8. Appropriate Use of Technology—encouragement of balanced, safe & ethical use of technology to improve quality of life for individuals and families  
9. Global Interdependence—consideration of impact of individual actions on well-being of others in the world  
10. Resource Development and Sustainability—identification of ways to meet today’s needs without endangering future generations
11. Capacity Building—proactive development of solutions which help individuals and families meet their full potential (encouragement of critical thinking, good communication skills, appreciation for diversity, engagement in public policy)

Relating learning outcomes/goals/objectives for this course to the university vision, Perkins College of Education mission, and industry goals gives coherence to the curriculum. The university, college & school vision and values are designed to provide knowledge, skills, and dispositions needed by graduates and helps distinguish our graduates from those of other institutions. This is a culminating course which pulls from basic concepts learned in previous program courses related to customer behavior, social forces, and merchandising classifications & procedures.

Program Learning Outcomes:
The design of this course supports the following Merchandising Program Learning Outcomes (PLOs):

- 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 merchandising.
- The student will know the global issues facing merchandising.

Student Learning Outcomes--Upon completion of the course, the student will have had the opportunity to:

- Comprehend the challenges of entrepreneurship
- Integrate knowledge of fashion and interior industry and business procedures to business planning
- Identify the components of a written business proposal
- Complete a written business proposal
- Develop research and presentation skills

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Methods of instruction will include lecture, discussion, visual media, networking, and individual research and study. The course syllabus, course calendar, assignments, mail and grades will be available on the course homepage on D2L. Students are expected to check the homepage, web mail and course calendar regularly.

D2L This course is delivered as online through the D2L platform. It is imperative that you check D2L multiple times throughout the week to stay informed with any course updates. Additionally, students should check their grade points in D2L and any discrepancies in points must be resolved within one week after the assignment grades have been posted. Otherwise, the posted grade points are considered final and will not be reviewed at a later date.

If you ever experience technical difficulties, please use the contact information listed here: D2L technical support (936) 468-191; General computer support (936) 468-4357. Please note the D2L technical support is not available on weekends.

IV. Evaluation and Assessments (Grading):
- Six reading quizzes -will cover main points of reading assignments (25 points each/150 points total)
- Three assignments related to work on business plan (25 points each/75 points total)
- Three reference assignments --each week to find and write minimum of 5 new reference entries in APA style. (25 points each/75 points total)
- Written Business Plan (300 points)-- a comprehensive project on which the student will work the entire length of the course; guidelines based on former Fashion Group of Dallas Retail Entrepreneurship Competition guidelines will be distributed the first week of classes; class instruction will relate closely to the project. Completed project must be submitted in hard copy form, on D2L and in LiveText. The project is a PLO assignment for merchandising majors related to written communication skills.
- Presentation of Business Plan utilizing presentation software (150 points); students will create a 8-10 minute individual presentation of their business proposal similar to a prospective entrepreneur giving a presentation to a panel of bankers or investors to seek funding for a business start-up. Each student must submit the presentation in D2L and in LiveText. The presentation of the business plan proposal is a PLO assignment for merchandising majors related to oral communication skills.
Total possible points in the class are 750. The final course grade will be based on percentage of total points earned. NO GRADES ARE DROPPED.

Grading scale:

- 90-100%: 672-750 points  A (represents exceptional work-above & beyond expectations)
- 80-89%: 597-671 points  B (represents above average work)
- 70-79%: 522-596 points  C (represents average work)
- 60-69%: 447-521 points  D (represents somewhat unacceptable work--not up to expectations)
- 59% & below: 446 points & below  F (represents unacceptable, failing work)

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 basic requirements of the assignment. Remember—“if you hit a home run, you can walk the bases.” Students are advised to do their best work rather than scraping by with minimal effort.

Performance 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, student must go above and beyond basic requirements of the assignment.

A (Excellent)  Student’s work is of exceptional quality, and the solutions show depth of understanding of the project requirements. Project is fully developed and presented well both orally and graphically. The full potential of the problem 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 project. 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 project requirements are fulfilled or exceeded and clearly and concisely presented. Being in class every day does not always yield this.

C (Fair)  Student’s work meets minimum objectives of course and solves major project requirements. Work shows normal understanding and effort. Quality of project, 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 problem that was average, acceptable. It does not mean you have failed. Completing a project and working hard does not guarantee satisfactory results.

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

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

Copies of Rubrics for Written and Oral on Following pages:
### SCORING RUBRIC FOR WRITTEN BUSINESS PLAN PROJECT

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (3)</th>
<th>Acceptable (2)</th>
<th>Needs Improvement (1)</th>
<th>Unacceptable (0)</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT:</strong> Store location, design, merchandising criteria, and operations (150 points)</td>
<td>Thorough and specific description of each component</td>
<td>Sufficiently developed content with adequate explanation or development</td>
<td>Limited content with inadequate explanation or development</td>
<td>Superficial and/or minimal content</td>
<td>126-150</td>
</tr>
<tr>
<td><strong>EVIDENCE OF RESEARCH:</strong> Citations, references, APA format (75 points)</td>
<td>Numerous and precise APA-correct citations and references</td>
<td>Limited number of citations and references with occasional APA errors</td>
<td>Few or no citations, limited references with little effort to put references in APA format</td>
<td>No citations, so few references to lend serious omissions and no evidence of APA format for references</td>
<td>63-75</td>
</tr>
<tr>
<td><strong>FORMAT:</strong> Business plan components, notebook with page protectors, 30 pages, double-spaced, typed, 10-12 pt. font, standard white paper (75 points)</td>
<td>Evidence of careful &amp; precise adherence to all format guidelines</td>
<td>Adequate adherence to all format guidelines</td>
<td>Carelessness evident and lack of adherence to most format guidelines</td>
<td>No attention to or adherence to format guidelines</td>
<td>63-75</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE:</strong> (300 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63-75</td>
</tr>
</tbody>
</table>

**Comments:** (if applicable)
<table>
<thead>
<tr>
<th>CONTENT: Concept, market analysis, location &amp; design, merchandising plans, operations plans, financial plans, profit potential, overall potential for success (75 points)</th>
<th>Exemplary (3)</th>
<th>Acceptable (2)</th>
<th>Needs Improvement (1)</th>
<th>Unacceptable (0)</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough and specific description of each component</td>
<td>Sufficiently developed content with adequate explanation or development</td>
<td>Limited content with inadequate explanation or development</td>
<td>Superficial and/or minimal content or some parts omitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63-75</td>
<td>51-62</td>
<td>38-50</td>
<td>37 or less</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPEAKING SKILLS/PROFESSIONALISM: Ready to start at scheduled time, use of time allotment, organization of presentation, professional appearance, personal enthusiasm, confidence, use of visual aids (75 points)</th>
<th>Exemplary (3)</th>
<th>Acceptable (2)</th>
<th>Needs Improvement (1)</th>
<th>Unacceptable (0)</th>
<th>TOTAL POSSIBLE (150 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Started on time, excellent use of time, well organized, professional appearance, Enthusiastic, confident, appropriate, legible, &amp; understandable visual aids interspersed throughout</td>
<td>Some disorganization, adequate use of time, element(s) of professionalism in appearance missing, lack of evidence of enthusiasm/confidence, some inappropriate, illegible or unclear visual aids, aids not interspersed throughout presentation</td>
<td>Lack of preparation, professionalism, enthusiasm, confidence evident, very few inappropriate, illegible, unclear visual aids</td>
<td>Failure to speak clearly or make presentation, no use of visual aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63-75</td>
<td>51-62</td>
<td>38-50</td>
<td>27 or less</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMENTS: (if applicable)</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS/DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Tentative Course Outline/Calendar:</strong></td>
</tr>
<tr>
<td>MODULE 1</td>
<td>Week 1</td>
<td>Aug. 26-30</td>
</tr>
<tr>
<td>*T/R</td>
<td>Course Overview</td>
<td>Syllabus/Acquire Text(s)</td>
</tr>
<tr>
<td></td>
<td>Current Retail Business Environment</td>
<td>Reading: *Chapters 1-2 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Business Concept</td>
<td>** Chap. 1-3</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sept. 2-6</td>
<td>Project Guidelines/Concept</td>
</tr>
<tr>
<td>*T/R</td>
<td>Development/APA Style</td>
<td>Business Concept Due Sept. 5</td>
</tr>
<tr>
<td></td>
<td>Customer &amp; Trade Area Products</td>
<td>Readings: *Chapters 3, 4 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>** Chap. 4-6</td>
<td>Quiz 1- *Chapt 1-2, 5 9/10-12</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sept. 9-13</td>
<td>Location &amp; Layout</td>
</tr>
<tr>
<td>*T/R</td>
<td>Location and Layout continued</td>
<td>Reference 1 Assignment Due Sept 12</td>
</tr>
<tr>
<td></td>
<td>Readings: *Chapters 6 &amp; 11</td>
<td>Layout Assignment Due Sept 18</td>
</tr>
<tr>
<td></td>
<td>Quiz 2 – Chapters 3, 4, &amp; 8 9/13-15</td>
<td></td>
</tr>
<tr>
<td>MODULE 2</td>
<td>Week 4</td>
<td>Sept. 16-20</td>
</tr>
<tr>
<td>*T</td>
<td>Start-up financing/Merchandise Assortment</td>
<td>Reading: *Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Merchandise Budget</td>
<td>** Chap.8 &amp; 9</td>
</tr>
<tr>
<td></td>
<td>** Chap. 8 &amp; 9</td>
<td>Quiz 3 – Chapters 6 &amp; 11 9/20-22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MODULE I DUE SEPT 19</td>
</tr>
<tr>
<td>Week 5</td>
<td>Sept. 23-27</td>
<td>Mark-up/Mark-down</td>
</tr>
<tr>
<td>*T</td>
<td>Market Trips</td>
<td>Assortment Plan Assignment Due Sept 26</td>
</tr>
<tr>
<td></td>
<td>**Chapt. 10 &amp; 11</td>
<td>Reading: *Chapter 9 &amp; 12</td>
</tr>
<tr>
<td></td>
<td>**Chapt. 10 &amp; 11</td>
<td>Quiz 4- Chapter 10 9/27-29</td>
</tr>
<tr>
<td>MODULE 3</td>
<td>Week 6</td>
<td>Sept 30 - Oct 4 *T</td>
</tr>
<tr>
<td></td>
<td>Operations Plan/Personnel Policies/Payroll</td>
<td>**Chapt. 10 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>Reference 2 Assignment Due Oct. 3</td>
<td>Reference 2 Assignment Due Oct. 3</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct. 7-11</td>
<td>*T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MODULE II DUE OCT. 10</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct. 14-18</td>
<td>*T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 5- 9 &amp; 12 10/18-20</td>
</tr>
<tr>
<td>MODULE 4</td>
<td>Week 9</td>
<td>Oct. 21-25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Customer Service Assign Due 10/24</td>
</tr>
<tr>
<td>Week 10</td>
<td>Oct. 28-Nov.1</td>
<td>*T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 6- Chapter 7 11/1-3</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov. 4-8</td>
<td>*T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference 3 Assignment Due Nov. 12</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov. 11-15</td>
<td>*Meet w/Professor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov. 18-22</td>
<td>*T</td>
</tr>
<tr>
<td>Week 14</td>
<td>Nov. 25-29</td>
<td>**T</td>
</tr>
<tr>
<td>Week 15</td>
<td>Dec. 2-6</td>
<td>*T</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No class 12/6</td>
</tr>
<tr>
<td>Week 16</td>
<td>Dec. 9-13</td>
<td>*T</td>
</tr>
</tbody>
</table>

**(BB) Business Boutique: A women’s guide for making money doing what she loves
*T/R – indicates dates we meet face-to-face each week
The Timeline is considered an outline and is subject to change.
Interior Design, Construction Management, & Merchandising Student Charrette (Required for all ID students)  ALL OF THESE MAJORS SHOULD PLAN TO BE PART OF THIS CHARRETTE!!

All students must sign up prior Wednesday Sept. 25th. Signup sheet is posted on Mrs. Bridwell’s Door HMSS Room 102B. Teams will be assigned on Thursday at 4:30 p.m.  
We want to have a mixture of majors ID, CM and MRCH students in each team.

The goal for this year’s Design Charrette is to create a plan for the EDU Annex (EDAN) to include functional storage for the Historical Fashion Collection to include climate controlled area for garments, storage for props, mannequins etc., add a large custom glass case in the hallway to allow students to create a “store window” style display and to renovate the existing Culinary Café into a new Merchandising Gallery with a flexible wall display.  
Scope of Services we will perform:
- Measure and draw up existing spaces.
- Take pictures for references.
- Generate an existing plan.
- Research and interview existing facilities others have seen.
- Create a proposed plan with furniture/furnishings/ lighting/ materials/color scheme and sketches of proposed areas.

**Thursday, September 26th: 4:30 – 5:30**
4:30- 5 p.m. Check in and meet your team.
5-5:15 p.m. – Presentation on “How to Measure” (Bring a tape measure and a pad).
5:15 p.m. – Q & A about project, tour facility, measure existing space.
8 p.m. - Ice Cream Social and meet the officers of ASID/IIDA

**Friday, September 27th:** 8:00 a.m. – 5 p.m. Teams will work in HMS building. (in between presentations your team may brainstorm)
- Doors open at 8:00 a.m. Check in and get with team
- 8:30 a.m. Presentation on overview of objectives of project
- 9:00 a.m. Time to work and verify measurements of the spaces
- 10:00 a.m. Write your objectives and start researching
- 11:00 a.m. Review and write your program, begin planning
- 11:30 a.m. Prepare schematics to scale and review with program to determine which plan works the best
- Noon – Lunch provided by Interior Design Faculty
- 1:00 p.m. Review and implement ADA requirements, and Security
- 2:00 p.m. Start finalizing
- 2:00 p.m. Finalize drawings and presentation
- 3:00 p.m. Present your findings
- 4:30 p.m. Clean up and go hangout with new friends you’ve made!

**WATCH FOR POSTED DATES OF DESIGN CEU’S in GALLERY**

**VI. Readings:**

Regular reading assignments from the required textbooks are listed on the course calendar. In addition to textbook reading, business plan project will require reading and research in daily news, business texts & periodicals, entrepreneurship texts & periodicals, merchandising texts, trade publications & periodicals. The project may also require personal communications with individuals with knowledge of law, accounting, and/or related to small businesses. Project requires following the writing style of the **Publication**
Manual of the American Psychological Association (6th Ed.). Copies are available in Reference area of Steen Library. Students may refer to on-line help sites for APA format such as the OWL website, but the ultimate guide is the APA manual.

Required:

1. Textbook:


2. LiveText account—This course used 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 a 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 e-mail 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.

(With the new roll out of mySFA and the email process, titan mail is changing to ____@jacks.sfasu.edu.)

VII. Course Evaluations:

The last week of the course 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 COE 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 https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Documented participation, and, if indicated in the syllabus, submission of completed assignments are expected for 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 D2L system records participation and activity within the course and the instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports 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 or half-semester only course, 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, 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.

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; and/or;
- 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; and/or,
- 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additionally, specific to this course, professional conduct is expected of students including common courtesy towards the instructor and fellow students. Remember, students are establishing a reputation in this class among fellow students and faculty. Extra attention should be given to dress and behavior when classroom guests are present. The classroom reputation is one basis for any future references requested from the course instructor.

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

Assignments—Assignments must be turned in to the instructor as directed—in D2L to prevent the loss or misplacement of any student work. To receive credit, any work submitted must be identified with the student name within the file submitted on D2L and the students name displayed prominently on the first page and, if placed in a folder or notebook, on the front and spine. Any work submitted to the instructor for grading must be neat and professional. Late assignments, if determined to be accepted, will be penalized 20% per class day.
Quizzes—Quizzes will cover the reading assignments and will be answered on the copy of the quiz provided. Online quizzes have directions to follow for each quiz.

Missing Quizzes—Quizzes may not be made up. According to university policy, serious personal illness or death in one's immediate family, or university excused absences are acceptable reasons for an exam to be missed. This policy will be applied to quizzes. A grade of zero will be recorded for students missing a quiz for unacceptable reasons. When an acceptable reason arises, to receive a grade, the student must notify the instructor PRIOR TO THE QUIZ and provide written documentation/proof for the reason upon returning to class. Only if these two requirements are met will it not affect the student grade.

Missing Presentation at Assigned Time --All students must meet the deadline for presentation of the business proposal. Any circumstances not covered in this policy must be discussed individually with the instructor during office hours or by appointment.