

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-21	AP 9-20-11	APP 10-11-11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Human Development and Environmental Studies	Phone 7-2346

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
	FSMR 280: Introduction to Apparel Buying
2. Additional Course Designations: check if appropriate	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> Other	

<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
	Date
Department Curriculum Committee Chair(s)	Janet Blood Ph.D. 3-18-11
Department Chair(s)	Frederick B. Bress 3-18-11
College Curriculum Committee Chair	Janet Wachter 3-22-11
College Dean	J. Beck 4/27/11
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	Gail Sedquist 9/20/11

* where applicable

Received

SEP 28 2011

Liberal Studies

Received

MAY 2 2011

Liberal Studies

*Approved
9-20-11*

Part II.

New Syllabus of Record

I. Catalog Description

FSMR 280: Introduction to Apparel Buying

3 class hours

0 lab hours

3 credits

Prerequisites: FSMR 180 with a grade of C or better, and
Liberal Studies Math 101 or higher

(3c-0l-3cr)

Focus on using mathematical concepts in merchandising applications used for apparel buying. Students will develop and determine assortment plans, cost of merchandise, profitability, and retail sale prices.

II. Course Outcomes

Upon completion of this course the students will be able to:

1. Demonstrate an understanding of the planning, buying and controlling procedures used in apparel merchandising.
2. Explain the mathematical calculations essential to plan and control inventory to insure profitability.
3. Identify basic principles and techniques of real-world apparel merchandising mathematical applications.
4. Develop a competency in applying mathematical formulas to solve financial merchandising problems.
5. Assess a variety of apparel merchandising forms and reports that are used to make financial decisions in the apparel retail industry.

III. Course Outline

- A. The Importance of Mathematics in Buying and Merchandising 1 hour

- B. Basic Merchandising Mathematics 3 hours
 - 1. Basic Arithmetic Pre-test
 - 2. Decimals
 - 3. The Unit Measure
 - 4. Percentages
 - 5. Using Percentages (Finding Rates, Calculating Percent increase or decrease)
 - 6. Summary Problems

- C. Profitability 3 hours
 - 1. Basic Profit Factors (Net Sales)
 - 2. Cost of Merchandise Sold
 - 3. Expense Control
 - 4. Summary Problems

- Exam 1 1 hour

- D. Cost of Merchandise Sold 7 hours
 - 1. Cost of Negotiations
 - 2. Discounts (Trade, Quantity, Cash Discounts)
 - 3. Allowances
 - 4. Rebate
 - 5. Dating (Cash on Delivery, Regular, Receipt of Goods, End of Month, X-dating, Advanced Dating)
 - 6. Anticipation
 - 7. Loading

- 8. Transportation Costs
 - 9. Summary Problems
- E. Markup as a Merchandising Tool 7 hours
- 1. Markup as Percentage
 - 2. Basic Markup Calculations
 - 3. Averaging Markup
 - 4. Initial Markup
 - 5. Cumulative Markup
 - 6. Maintain Markup
 - 7. Summary Problems
- Exam #2 1 hour
- F. Retail Pricing for Profit 7 hours
- 1. Price Line and Zones
 - 2. Markdowns and Markdown Cancellations
 - 3. Additional Markups and Markup Cancellations
 - 4. Employee Discounts
 - 5. Summary Problems
- G. Inventory Valuation 6 hours
- 1. Calculation of Book Inventory
 - 2. Calculation of Shortage
 - 3. Methods of Inventory Valuation (RIM)
 - 4. Summary Problems
- H. Dollar Open-To-Buy 3 hours
- 1. Figuring Open-To-Buy
 - 2. Planning Open-To-Buy

- I. Performance Measures 3 hours
1. Sales Percentages
 2. Sales Per Square Foot
 3. Sales Per Linear Foot of Shelf Space
 4. Sales Per Transaction
 5. Sales Per Employee Hours
 6. Sales Per Full-Time Employee Equivalent
 7. Gross Margin Return on Inventory (GMROI)

Final Exam – During Final Exam Week

IV. Evaluation Methods

- ~ 40% Exams Three exams (two during the semester and one during final exam week): The examinations could include questions formatted as multiple choice, true/false, matching, short answer/essay, and problem solving with materials being derived from lecture notes, text(s), and class handouts.
- ~ 60% Assignments This could include specific assignments related to course material, Chapter Summary Problems and in-class assignments.

V. Grading Scale

- 90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussion, therefore the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog. The total number of absences should not exceed one week of class.

VII. Required textbooks, supplemental books and readings

Eastering, C., Flottman, E., Jernigan, M., & Wuest, B. (2007). *Merchandising mathematics for retailing* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Special resource requirements

Students will need a basic function calculator.

IX. Bibliography

Clodfelter, R. (2008). *Making buying decisions: Using the computer as a tool* (3rd ed.). New York: Fairchild.

Clodfelter, R. (2008). *Retail buying: From basics to fashion* (3rd ed.). New York: Fairchild.

Cushman, L. (2009). *A practical approach to merchandising mathematics*. New York: Fairchild.

Goworek, H. (2007). *Fashion buying* (2nd ed.). Hoboken, NJ: Wiley-Blackwell.

Jackson, T., & Shaw, D. (2000). *Mastering fashion buying and merchandising management*. US: Palgrave Macmillan.

Kotsipulos, A., Anderson, J., & Kang-Park, J. (2008). *Merchandising mathematics*, (Rev. 1st ed.). New York: Fairchild.

Moore, E. (2005). *Math for merchandising-A step-by-step approach* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Tepper, B. K. (2008). *Mathematics for retail buying* (6th ed.). New York: Fairchild.

Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is intended to be taken during a student's sophomore year within the B.S. Fashion Merchandising Program. The proposed course would contain vital, foundational content necessary prior to enrolling in FSMR 380: Applications in Apparel Buying. The content of this proposed course cannot be incorporated into an existing course because its volume and depth prevents it from being implemented effectively without detracting from the educational quality of an existing course.

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in any other course in the department.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

This course has never been offered on a trial basis.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course is not intended to be dual-level.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course is not to be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Following are two examples of other institutions that offer similar courses, among others:

Art Institute of Pittsburgh – Fashion & Retail Management

FRM 130 – Retail Math

This course provides an understanding of the various financial tools used by retailers to evaluate performance. Students calculate, analyze, and interpret financial concepts associated with accounting from a merchandising perspective.

Fashion Institute of Technology – Fashion Merchandising Management

FM 224 – Merchandising Math Applications

Students develop an understanding of the merchandising concepts and calculations necessary for interpreting and responding to financial planning and control reports of the merchandising and store operational teams. Among such reports are sales analyses, maintained markup reports, gross margin and seasonal plans.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No content of the proposed course is recommended or required by a professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course could be taught by any FSMR instructor.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This content of this course does not overlap with any other courses at the University. It will be offered as one of the required courses for the B.S. Fashion Merchandising (FSMR) Curriculum.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course is not cross-listed.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

No new faculty member will be required to teach this course. Current FSMR faculty will be rotated to teach this class so that this course will fit into the schedule(s) of current faculty. No other courses will be taught less frequently or in fewer sections.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

No additional resources will be required.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

There are no grant funded resources involved in the teaching of this course.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course is proposed to be offered at least twice a year.

- C5 How many sections of this course do you anticipate offering in any single semester?

It is anticipated that a minimum of one to two sections will be taught during a semester.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Due to classroom space and mathematical assignments required, approximately 30 students can be accommodated. The number of students in a class should not exceed 30 at any given

time.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No professional society recommends enrollment limits.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course will not be offered as a distance education course.

Section D: Miscellaneous

No additional information is proposed.