

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-22	APP 9-20-11	APP 10-11-11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Eun Jin Hwang	Email Address eun.hwang@iup.edu
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 380: Applications in 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)	Fredolene B. Bwes
	3-18-11
College Curriculum Committee Chair	Jan K. Wachter
	4-29-11
College Dean	J. Beck
	5-5-11
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	Gail S. Sechrist
	9-20-11

* where applicable

Received
MAY 5 2011
Liberal Studies

NEW SYLLABUS OF RECORD

I. Catalog Description

FSMR 380: Applications in Apparel Buying

3 class hours

0 lab hours

3 credits

Prerequisites: FSMR 280 with grade of C or better.

(3c-01-3cr)

Focus on the development of a six-month stock and sales plan for a retail business using computer applications. This will include projecting retail sales, controlling inventory, calculating the amount of merchandise to purchase, determining markup percentages, and effectively using markdowns to manage inventory.

II. Course Outcomes:

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

1. Expand their apparel merchandising mathematical skills using computer spreadsheet programs.
2. Analyze how the six-month merchandising plan is used in an apparel retail business.
3. Utilize calculations to develop a six-month apparel merchandising plan.
4. Construct an electronic six-month merchandising plan.

5. Determine projected sales, which will include calculating the amount of merchandise to purchase, establishing markup percentages, and effectively using markdowns to manage inventory.

III. Course Outline

- A. Introduction to Excel (1 hour)
- B. Excel Formulas (2 hours)
 1. Writing Formulas
 2. Simple Formulas
 3. Complex Formulas
 4. Formula Auditing
 5. Setting Up and Printing a Worksheet
- C. Merchandise Planning and Profit (3 hours)
 1. Income Statements
 2. Gross Margin
 3. Merchandise Budgets
 4. Steps in Developing a Dollar Merchandise Budget
- D. Sales Planning (6 hours)
 1. Importance of Sales Planning
 2. Sales Projections
 3. Planning a Total Season's Sales
 - a. Using Formulas to Calculate Percent Change
 - b. Calculating Percent Change to Show Sales Trends
 - c. Developing Excel Charts to Show Sales Trend Lines
 - d. Structure Simple and Complex Formula to Calculate Sales Increase & Decrease
 4. Planning Distributions of a Total Season's Sales

- a. Calculating Percent-to-Total Sales
- b. Calculating Sales Distributions
- c. Planning Percent-to-Total and Dollar Distributions
- 5. Assignment #1

Exam #1 (1 Hour)

E. Inventory (6 hours)

- 1. Importance of Inventory Planning and Stockturn
- 2. Stockturn
 - a. Calculating Stockturn to Evaluate Sales
 - b. Using a Stockturn to Plan Average Inventory and Sales Levels
- 3. Planning a Beginning-of-Month Inventory
 - a. The Percentage Variation Method of Planning Inventory
 - b. The Weeks-of-Supply Method of Planning Inventory
 - c. The Stock-to-Sales Ratio Method of Planning Inventory
- 4. End-of-Month Inventories
- 5. Assignment #2

F. Planning Reductions (6 hours)

- 1. Markdowns
 - a. Using Formulas to Calculate a Total-Dollar Markdown
 - b. Using Formulas to Calculate a Markdown's Off-Retail Percent
 - c. Using Formulas to Calculate a Season's Dollar Markdown
 - d. Using Formulas to Calculate a Sell-through Percent
 - e. Using Formulas to Calculate a Sell-through Percent Using Unit-Sales Dollars
- 2. Sales Discounts
- 3. Shrinkage
- 4. Planning Reductions

5. Assignment #3

G. Planning Purchases (4 hours)

1. The Purpose of Planning Purchases
2. Calculating Retail Purchases
3. Open-To-Buy (OTB)
 - a. Calculating Open-to-Buy at the Beginning of the Month
 - b. Calculating Open-to-Buy for the Balance of a Month Based on Planned Purchases
 - c. Calculating Open-to-Buy for the Balance of a Month Based on Planned End of Month
4. Assignment #4

Exam #2 (1 hour)

H. Planning Markups (6 hours)

1. How Markup is Calculated and Expressed
 - a. Calculating Markup Percentages on a Retail Price and on a Cost Price
 - b. Calculating a Total Markup Percent on Inventory
2. Using Markup Percentages to Calculate Prices
 - a. Using a Markup Percent to Calculate Cost and Retail Prices
3. Planning Initial Markup Percent
4. How the Maintained Markup is Used in Planning
5. Calculating an Allowable Reduction Percent
6. How the Cumulative Markup is Used in Planning
7. Assignment #5

I. Cost Value (3 hours)

1. Calculating Requirements for the Retail Method of Inventory Valuations
2. Calculating the Cost of Sales

3. Assignment #6

J. Gross Margin

(3 hours)

1. Calculating Gross Margin Dollars and Percents
2. Calculating Gross Margin Return on Inventory Investment
3. Assignment #7 and #8

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 multiple choice, true/false, short answer/essay, problem solving with materials 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

Connell, D. (2010). *A buyer's life: A concise guide to retail planning and forecasting*.

New York: Fairchild.

LaFleur, R. (2010). *Merchandise planning workbook*. New York: Fairchild.

VIII. Special resource requirements

Students will be working with the MS Excel program.

IX. Bibliography

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

New York: Fairchild.

Cushman, L. (2005). *Using computerized spreadsheets: Mathematics for retail buying*.

New York: Fairchild.

Donnellan, J. (2007). *Merchandise buying and management* (3rd ed.). New York:

Fairchild.

- Eastering, C., Flottman, E., Jernigan, M., & Wuest, B. (2007). *Merchandising mathematics for retailing* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Kicade, D., Gibson, F., & Woodard, F. (2004). *Merchandising math: A managerial approach*. Upper Saddle River, NJ: Prentice Hall.
- Lindner, S. (2004). *Retail accountability: Advanced retail profitability analysis*. 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.
- Videtic, K., & Steele, C. (2009). *Perry's department store: A buying simulation for juniors, men's wear, children's wear, & home fashion / giftware* (3rd 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 junior year within the B.S. Fashion Merchandising Program. 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:

Texas State University San Marcos – Fashion Merchandising

FM 4331 Fashion Buying Principles II

A study of the roles and responsibilities of fashion merchandise buyers. Emphasis on retail buying functions, including developing merchandise plans, selecting products, negotiating terms, and monitoring performance.

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.

Part III. Letter of Support or Acknowledgement

These course changes will not affect other departments; therefore, letters of support from other departments were not obtained.