I. General Information
   • Course number: 310
   • Title: Retail Concepts and Policies
   • Units: 3 credits
   • Prerequisites: None
   • Course Coordinator: Marketing Department Chair
   • SCO Prepared by:
   • Date prepared/revised: 5/10/16

II. Catalog Description

   Overview of the retail system. Retail decision making emphasized in relation to the constantly changing situation facing all purveyors of goods and services. Emphasis on retail management in the dual worlds of physical and virtual stores. Letter grade only (A-F).

III. Curriculum Justification(s)

   Retailing is a critical component of the economy of all countries. The trillions of dollars spent by consumers for goods and services are the foundation for employment, economic development and general state of the economy. Knowledge of the managerial aspects of this important industry is essential for someone who plans to be a marketing professional or be involved with a retail business.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

   • Learning goals – Critical Thinking: (a) Students will learn about this pillar of the economy and be able to analyze the impact of retail decisions on the economy and (b) Students will analyze retail situations by identifying and evaluating environmental factors.
   • Learning goals – Ethics: Students will demonstrate that they are aware of the ethical and social responsibility issues in retailing.
   • Learning goals – Business Functions: Students will learn the interconnectedness of retail decisions and the intricacies of a successful retail operation.
   • Learning goals – Domestic & Global Environment: Students will recognize the important factors that drive retail decision making at all levels in the relevant business environment.
• **Learning goals – Quantitative and Technical Skills:** Students will learn the fundamentals of quantitative skills that are necessary for strategic and tactical retail decisions.

V. Outline of Subject Matter

This is a listing of the topics that must be covered in this course. It does not preclude other topics that are part of the international business area or the depth of some specific topics.

1. Retail Competitive Situation
2. In-store and Nonstore-based Strategies
3. Buyer Behavior
4. The Ethics of Retailing
5. Physical or Virtual Store Locations; Domestic and Global
6. Quantitative Analysis of Operations
7. Developing Merchandising Plans
8. Implementing Merchandising Plans
9. Communication with Customers and other Stakeholders
10. Control of the Retail Enterprise

VI. Methods of Instruction

A. **INSTRUCTION MODE.**

- Traditional □ Hybrid □ Local Online □ Distance Education

B. **CLASSROOM ACTIVITIES.**

- This course is primarily a large lecture class. Instructors may choose to augment their lectures with individual or group projects.
- Examinations may use multiple choice questions, short answers, and/or essays.
- Additional Active Learning tasks that may also be used in the course include:
  - Individual participation and discussion.
  - Formal presentation of group work.
  - Exercises that include students actively working together outside of class on retail site visits, internet shopping site analysis, planned shopping centers evaluations, etc.

C. **EXTENT AND NATURE OF TECHNOLOGY USE.**

Careful and ethical use of computing resources is the responsibility of every user. As a user of these resources, you agree to be subject to the guidelines of the “Policy Governing Access to and Use of CSULB Computing Resources”. These guidelines
apply to all computing resources provided by the University; some guidelines are more
directly related to time sharing systems, some to microcomputers and local area
networks, and some to all systems.

VII. Information about Textbooks/Readings
- There is no standardized text for MKTG 310. An examples of an appropriate text
  is:
  - Berman and Evans (2009), Retail Management: A Strategic Approach (11th
    Edition), Prentice Hall.

VIII. Instructional Policies Requirements
- Policy on Classroom Behavior:
  - All cell phones & other electronic devices (e.g. pagers, iPads, iPods, PDAs)
    must be put on vibrate or turned off and not on your desk during class.
  - Students are responsible for what transpired if they miss a class. It is the
    student’s responsibility to contact the instructor or a classmate to determine
    what was missed. See “Policy on Make-up Exam and Assignments” below.
  - Talking and other disruptive behavior are not permitted while classes are in
    session.
  - Students are expected and must do ORIGINAL work for all assignments,
    including exams. See “Academic Integrity” policy below.
  - It is the student’s responsibility to notify the professor in advance of a need for
    accommodation of a disability that has been verified by the University.
  - See also Department of Marketing Classroom and Online Conduct Policies:
    http://www.csulb.edu/colleges/cba/marketing/classroom/.

- Policy on Make-up Exams and Assignments:
  - The instructor develops his or her own policy.

- Policies on Withdrawal, Late Withdrawals, and Incompletes:
  - The University policy on dropping and withdrawal from classes is set forth in
    the schedule of classes. Students are obligated to officially withdraw from their
    courses even though they may not have attended. Withdrawals require the
    signature of the instructor, the chairperson, and the Dean of the CBA.

- Academic Integrity:
  - Students are expected to do original work for all assignments, including exams.
  - Students are responsible for their own conduct and all cases of dishonesty (e.g.,
    plagiarism, cheating) will be reported to the proper university officials.
Students are expected to adhere to CBA
(http://www.csulb.edu/colleges/cba/dean/academic-integrity/) and University
policies regarding Academic Integrity
(http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/
02/). Please avoid an embarrassing or unfortunate situation.

- **Grading Policies and Procedures**

  Final course grades shall be based on at least three (3), and preferably four (4) or
more, demonstrations of competence by the student. In no case shall the grade on
any single demonstration of competence count for more than one-third (33%) of
the final course grade. See academic senate policy:
07/)

IX. Disabilities

Students with disabilities are responsible for notifying their instructor as early as
possible of their needs for an accommodation of a verified disability. A student with
a disability is urged to consult with Disabled Student Services as soon as possible in
order to identify possible accommodations to enhance academic success.

X. Assistive Technology

In compliance with Accessibility and Faculty Responsibility for the Selection of Instructional
Materials (PS 08-11), instructors are responsible for ensuring that their syllabi and
instructional materials are accessible to all students.

XI. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO
and offer advice and/or materials to faculty member new to teaching the course. The
course coordinator may offer or require regular review of instructors’ course materials as
well as anonymous samples of student work.

XII. Additional Resources for Development of Syllabi

- University policy Course Syllabi and Standard Course Outlines (PS 11-07)
- Academic Technology (ATS) Accessible Syllabus Template
- Faculty Center for Professional Development (FCPD) Sample Syllabus Template